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ABSTRACT

This hearing, held in conjunction with the reauthorization of the Rehabilitation Act of 1973, examined: (1) rehabilitation services for traditionally underserved groups, particularly persons from the Native American population and Hispanic communities; (2) issues concerning transition from school to work, community job development, and the impact of the Americans with Disabilities Act on the rehabilitation service delivery system within each state; and (3) issues relating to the education of the deaf, the deaf culture, and programs to prepare teachers of students with hearing impairments. The hearing transcript includes statements, prepared statements, and supplemental materials from: Major R. Owens (House member from New York); Arizona rehabilitation officials; Arizona service providers; a vocational rehabilitation supervisor; a legal assistant; a professor from a teacher education program in deafness; representatives of the National Federation of the Blind of Phoenix, D.E.A.F. Deaf Network, and ARC (Association for Retarded Citizens) of Arizona; and concerned citizens. Of special note is a 60-page report by Laura L. Love titled "'School to Work' Transition Services for Students Receiving Special Education Services in Arizona." (JDD)

ED353719

FIELD HEARING ON REHABILITATION SERVICES AND EDUCATION OF THE DEAF PROGRAMS

HEARING

BEFORE THE

SUBCOMMITTEE ON SELECT EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES

ONE HUNDRED SECOND CONGRESS

SECOND SESSION

HEARING HELD IN PHOENIX, AZ, MAY 11, 1992

Serial No. 102-123

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FIELD HEARING ON REHABILITATION SERVICES AND EDUCATION OF THE DEAF PROGRAMS

MONDAY, MAY 11, 1992

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON SELECT EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Phoenix, AZ.

The subcommittee met, pursuant to call, at 10 a.m., in the Auditorium, Phoenix Public Library, 12 E. McDowell Street, Phoenix, Arizona, Hon. Major R. Owens, Chairman, presiding.

Members present: Representatives Owens and Pastor.

Staff present: Wanser Green, Patricia Laird, and Terri Schroeder.

Chairman OWENS. The hearing of the Subcommittee on Select Education is now in session. I yield to Mr. Pastor for an opening statement.

Mr. PASTOR. Thank you, Mr. Chairman.

Mr. Chairman, I want to welcome you to our beautiful city of Phoenix, Arizona. I appreciate your taking the time to come here to conduct this oversight hearing on important issues relating to programs for individuals with disabilities.

As you know, the Rehabilitation Act of 1973 expires this year. Earlier this year, the subcommittee began the reauthorization process. Today's hearing will continue that process by exploring a variety of important issues which will enable millions of persons with disabilities to move from dependency towards economic self-sufficiency.

Today's hearing will examine rehabilitation services for traditionally underserved groups, particularly persons from the Native American population and Hispanic communities. We need to find responsive solutions which address the legitimate concerns and obstacles facing these particular individuals.

We will hear from program administrators and consumers of rehabilitation services. They will share with us their experiences with vocational rehabilitation services, transition from school to work, community job development, and personal assistance services for individuals with disabilities.

The Americans with Disabilities Act, ADA, became law about 2 years ago. The ADA will vastly expand equality of opportunity, full participation, independent living, and economic self-sufficiency for all Americans with disabilities.

The reauthorization of the Rehabilitation Act will provide us a unique opportunity to strengthen the policies and programs for persons with disabilities. The views and recommendations of our witnesses today, and by others during this reauthorization process, is absolutely crucial to the success of the Americans with Disabilities Act.

During today's hearing, we will also explore issues relating to the education of the deaf. We will learn about the deaf culture and how our educational system addresses the needs of this particular segment of our society. Finally, we will discuss current programs which prepare teachers of deaf and hard-of-hearing students.

We have a commitment to provide equal educational opportunities to all individuals in this country, including persons with disabilities.

I welcome all of our panelists and look forward to their testimony. Their comments and recommendations will be greatly appreciated as we continue the dialogue on improving our Nation's educational and rehabilitation services.

Again, I want to thank the distinguished Chairman of the House Select Education Subcommittee, Congressman Major Owens, for coming to Phoenix to conduct this important hearing. Both of us will be anxious to hear the views of individuals from outside the Washington, DC beltway.

Thank you, Mr. Chairman.

Chairman OWENS. I want to thank you for inviting us.

The Rehabilitation Act has provided many individuals with the opportunity to become gainfully employed, independent, and self-sufficient. However, there are still problems with the delivery system that must be addressed so that those who need training or services can receive them quickly and efficiently.

A recent General Accounting Office study commissioned by my subcommittee presented data which indicated a dangerous trend in vocational rehabilitation towards serving less people, with less challenging disabilities, with less success. Another GAO study indicates that less money is spent on services to African-Americans, American Indians, and other minorities than on their white counterparts. These and other patterns of inequity must be changed to bring about a world class system of rehabilitation.

Today's hearing will examine barriers within the current system that continue to limit services to minorities and other underserved populations, and today's hearing will address issues concerning transition from school to work, community job development, and the impact of the Americans with Disabilities on the rehabilitation service delivery system within each State.

In its 1988 report entitled Toward Equality, the Commission on Education of the Deaf—established by Congress under the Education of the Deaf Act in 1986—this Commission concluded that "Education for persons who are deaf is unacceptably unsatisfactory." The Commission identified a critical need for research development, training, and technical assistance for four special groups of deaf students—those who have limited English proficiency, those who are members of minority groups, those who are lower-achieving academically, and those who have secondary disabilities. Additionally, the Commission on Education of the Deaf emphasized the

need to recruit and train personnel in the field of deaf education and to establish personnel and program standards to ensure the provision of quality services.

I want to thank Mr. Pastor for inviting the subcommittee to Arizona to hold this hearing on these issues. We look forward to hearing testimony from those most affected at the local and State levels. The subcommittee is committed to strengthening these programs and services so that all segments of our population, in all parts of the country, can live independent and productive lives.

STATEMENT OF HON. MAJOR R. OWENS, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF NEW YORK

The Rehabilitation Act has provided many individuals with the opportunity to become gainfully employed, independent, and self-sufficient. However, there are still problems with the delivery system that must be addressed so that those who need training or services can receive them quickly and efficiently. A recent General Accounting Office (GAO) study commissioned by my subcommittee presented data which indicated a dangerous trend in vocational rehabilitation towards serving less people, with less challenging disabilities, with less success. Another GAO study indicates that less money is spent on services to African-Americans, American Indians, and other minorities than on their white counterparts. These and other patterns of inequity must be changed to bring about a world class system of rehabilitation.

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We will begin our hearing with a panel consisting of Mr. John Gutierrez, who is a legal assistant from the Arizona Center for Law in the Public Interest here in Phoenix. We also have Miss Betty Bennaliey, vocational rehabilitation counselor from the Office of Special Education and Rehabilitation Services of the Navajo Nation, Window Rock, Arizona.

Welcome, both of you. We will begin with Mr. Gutierrez.

STATEMENTS OF JOHN GUTIERREZ, LEGAL ASSISTANT, ARIZONA CENTER FOR LAW IN THE PUBLIC INTEREST; AND BETTY BENNALLEY, VOCATIONAL REHABILITATION SUPERVISOR, THE NAVAJO NATION, NAVAJO OFFICE OF SPECIAL EDUCATION AND REHABILITATION SERVICES

Mr. GUTIERREZ. My name is John Gutierrez. I will be discussing my experience as a Hispanic client with vocational rehabilitation, and also some of the predicaments of other Hispanic clients that I, as a advocate of the Client Assistance Program, have encountered.

My involvement with vocational rehabilitation began 10 years ago this summer. In all honesty, I will not portray it as a rose-colored affair. I remember my early experiences with VR as intimidating; the nicest thing I can say was that I was assigned a counselor who took insensitivity to new heights.

In attaining the severity of the disability that I have, a quadriplegic with complete paralysis from the neck down, my thoughts and emotions bounce back to if only I hadn't been at that place, at that time, to trying to fathom how I will survive in this world now with these limitations that have been put upon me.

My vocational rehabilitation counselor was not supportive nor, for that matter, kind or assistive. I was on a ventilator at the time, so I truly did not have a voice to speak up with.

What were the reasons for this person's behavior? I'm sure I will never know. Somehow, though, I had an almost undeniable feeling that there may have been more than a slight correlation between this person's attitude and my ethnicity.

Throughout the time I was a client with this counselor, services through vocational rehabilitation were an uphill battle. Fortunately, I outlasted this counselor. From then on, vocational rehabilitation proved to be my saving grace. I was able to continue my studies and I earned a master's of social work degree from Arizona State University in 1988.

I believe there is a higher power who guides our lives, for what occurred after I graduated was granted to me by more than sheer luck. I was hired by the Arizona Center for Law in the Public Interest. One of the programs at the Center, and the one of which I am currently an employee, is the Client Assistance Program which deals specifically with assisting people who are clients or applicants with vocational rehabilitation and are encountering problems with receiving appropriate services.

As the Client Assistance Program advocate, I have been able to help many VR clients in obtaining appropriate services to achieve gainful employment and have aided clients in opening avenues that they were not aware were available to them in the rehabilitation area.

One major problem being encountered with this program or, for that matter, any of the programs at the Center, is the lack of requests for assistance from the Hispanic community. Out of 100 clients that were provided services through the Client Assistance Program in fiscal year 1990–91, only eight were Hispanic. Why do Hispanics continually fail to seek assistance? There are many theories, such as Hispanics, contending with a history as an oppressed people, have fallen victims to a state of hopelessness and that they truly believe their cries for help will fall on deaf ears as they have in many other areas of our society.

One of the main dilemmas facing my Hispanic clients in vocational rehabilitation is their lack of success within the educational system. Many of my minority clients never completed high school, so their frustrations at recently becoming disabled, in addition to trying to go back and relearn some of the most basic principles of education, can be a most disconcerting experience not only for the client but for the counselor. Many of my minority clients feel there are too many barriers preventing their success to their goal of em-

ployment, and counselors become distressed also with the extended amount of time and additional services these clients will require.

From my experience in working with Hispanic clients in CAP, it appears that they may have a more difficult time at achieving success in vocational rehabilitation because so many of them require extra educational assistance. Some clients feel it's just another bureaucratic program similar to others they have tried and failed. Yet others view VR with suspicion as to whether this program can really produce success.

As a former VR client myself, I can impress upon my Hispanic clients that this program most assuredly works. Given motivation, a reasonable employment goal, and an understanding and supportive counselor, I feel any person who receives vocational rehabilitation services can succeed in becoming a productive member of our society.

Thank you.

Chairman OWENS. Thank you.

Miss Bennalley, you may proceed.

Ms. BENNALLEY. I am representing the Navajo Nation, with the Office of Special Education and Rehabilitation Services. As you know, Navajo vocational rehabilitation has been in existence since 1975, when the amendment to the Rehabilitation Services Act was enacted. At that time, special section 130 funds were made available to all Indian tribes; at the time, it was made available to the Navajo Nation. The Navajo Nation has been the forerunner in providing a whole scale of vocational rehabilitation to the Navajo people.

Currently there are about 14 other Indian tribes that are providing vocational rehabilitation services. Most of those other Indian tribes have more or less geared their services towards substance abuse and not specifically to VR. Therefore, as the forerunner for American Indians, there are a lot of needs that must be addressed.

One in particular is the deaf. We provide services to the deaf population of Native Americans. A lot of times the young individual will go off the reservation and attend BIA's either here or in Tucson. They go through the school system and upon graduation return to the reservation. At that time services are not available. Specifically, interpreters, TTD, are not available within the reservation, with the exception of our office. We have one available.

Things that relate to the ways they can best communicate with the public are inaccessible at this time. Again, they lose the cultural values when they leave the reservations, not only within the Navajo Nation, but in the other Indian tribes. As far as I know, Arizona is the third largest Indian population throughout the United States. Therefore, Arizona serves all other Indian tribes. In that respect, I know that the State DVR provides vocational rehabilitation services. Initially, when Navajo Voc Rehab got started, there were some cultural differences and different needs that the State VR couldn't provide. We are able to provide that now.

In addition, the ADA is being addressed to a certain extent on the reservation with the other Indian tribes. Again, I'm more or less speaking for the Navajo Nation, but we can provide technical assistance—to the other Indian tribes if they request—on how we implement VR.

Again, addressing the needs of the deaf, we need deaf professionals, Native American professionals, who will address these needs, such as providing grants or continuing education to Native Americans so that they can interpret and relate the information. There is not a whole lot of interpretation, so our cultural differences are lost.

At this point I believe that Navajo voc rehab, or our new name, OSERS, has the background and expertise to provide other technical assistance. We have worked very closely with the State of Arizona DES VR, and they've been really supportive. We have even implemented some of their guidelines in providing VR. In a sense, coming from a vocational rehabilitation counselor standpoint, I believe that the needs are there. A lot of it has to do with the individual who is disabled taking the initiative to request services and then following through with a lot of the services that they can take advantage of. I work not only with Navajo, but I've worked with the Sioux that are married into the Navajo families, and the Southern Ute tribe in Colorado that has provided services to Navajo VR.

Again, a lot of the funding that we get comes from section 130 projects. As of 1992, we only get a little over a million dollars related to the Navajo Nation; the other two million or more is divided among the other 13 Indian tribes across the nation. I guess more funding is what we're requesting to provide additional services. A lot of services have to be supplemented from other organizations that exist on the reservation. That's the only way we can get by, with additional funding for staff development, continuing education, and addressing the other needs. With the section 130 funds, Indian tribes are not able to request supported employment funds or independent living funds, or any other staff development that's really important. We have to tap into other resources that are available from each of the States that we work with, particularly Arizona, since a large portion of the Navajo Nation is in Arizona.

We utilize the CAP that John mentioned a while ago. A lot has to be coordinated to provide these services, but we make do with what we have. As representing Native Americans, we tap into a lot of resources. Vocational rehabilitation is a goal-oriented program. Therefore, the individual, as I mentioned before, has to make that determination to be successful at whatever it may be, whether it be self-employment or just independent living skills so that the individual will be self-supporting and self-sufficient and live independently. I believe that the rights of Native Americans is as such, too. Thank you.

[The prepared statement of Betty Bennalley follows:]

THE NAVAJO NATION
Navajo Office of Special Education and Rehabilitation Services

SUBCOMMITTEE ON SELECT EDUCATION

PHOENIX FIELD HEARING

The Navajo Nation, Navajo Office of Special Education and Rehabilitation Services (OSERS), appreciates this opportunity to bring to you the concerns with regards to American Indian rehabilitation services. The Navajo OSERS is primarily funded by the Rehabiliation Act of 1973, as amended, so the following concerns are specific to the Rehabilitation Act. It is our hope and desire that the reauthorization of the Rehabilitation Act will strengthen vocational rehabilitation (VR) services to American Indians with disabilities by providing American Indian VR Projects with stable and adequate funding. The current statutory framework for the establishment and operation of American Indian Vocational Rehabilitation Projects lacks adequate provisions for permanency of services and does not recognize the specialized cultural, economic and vocational circumstances of American Indian tribes.

According to the 1990 census, there is a total of 1,948,37 American Indians and Alaska Natives in the United States. The 1990 Census also found thirty five percent (35%) of the nation's two million American Indians, Eskimos and Aleuts lived in areas governed by tribes. That's down from 37% in 1980. The Navajo Nation reservation is the most populous in the nation with 143,405 American Indians living there. The state of Arizona ranks third with the largest American Indian, Eskimo, or Aleut population of approximately 204,000. In spite of these statistics, only fourteen (14) American Indian Tribes have Vocational Rehabilitation Projects funded by Rehabilitation Services Administration under Section 130 of the Rehabilitation Act, 29 USC 750. This leaves a large population of American Indians with disabilities unserved.

American Indians, as a group, have disabling conditions at a disproportionately high rate. The 1980 census data indicated a rate of work related disability for American Indians at about 1 1/2 times that of the general population and at a higher rate than other minority group. Native American Research and Training Center, Northern Arizona University researchers, Martin and Tanner, estimate that 12.7% of American Indians of working age, (16-65) were work disabled and 6.4% were prevented from working due to disabilities. This is higher than data reported for the general population, which is 8.5% and 4.4%, respectively.

American Indians with disabilities often reside on federal Indian reservations and trust lands located in remote and rural areas. Like the general population, there are individuals with disabilities across many of these reservations who are without accessible public transportation, accessible housing and community resources. To make matters worse, many American Indians, including those with disabilities, are living without the basic necessities of indoor plumbing, paved roads and are geographically isolated. These factors limit access to rehabilitation services.

Each of the 14 Vocational Rehabilitation Projects offer varied services to meet the unique needs of each reservation according to the conditions present in each of the geographic locations and individual client needs. Each American Indian tribe has a different culture and the conditions present in each of the geographic locations determine the quality and quantity of vocational rehabilitation services to clients. One barrier that is common on reservation communities or Trust Land is the lack of job opportunities on or near reservations. The lack of transportation also limits the client in his ability to keep appointments with the VR Counselor. This results in a lack of participation by people with disabilities in training programs off the reservation.

The following issues are concerns relative to the American Indian Vocational Rehabilitation Projects funded by Section 130 of the Rehabilitation Act, 29 USC 750:

1. CONCERN:
There are fourteen (14) American Indian Vocational Rehabilitation Projects across the United States which have varying characteristics according to the tribe, culture, language and other economic and vocational conditions present in the geographic location. However, they seem to be viewed by federal administrators as being all the same. They are placed into one category; when in fact, the scope and complexity of the projects range from start up projects to developing projects, to established operations which have been successful in terms of meeting their own tribal objectives for providing vocational rehabilitation services over a fifteen (15) years span. Additional differences between projects include types of administrative and governmental structures, population and geography served, the level of trained personnel, grant management skills and economic conditions.

All new, as well as established, American Indian Vocational Rehabilitation Projects must compete for periodic fiscal support from Section 130 of the Rehabilitation Act. During the 1992 funding year for Section 130 projects, only $3,000,910 was available for funding American Indian Vocational Rehabilitation Projects. The Rehabilitation Act, as it currently exists does not provide any assurances for continuity of viable, proven services from grant period to grant period. Due to the financial insecurity, the Indian Nations are faced with difficulties in meeting the provisions of P.L. 93-638, the Indian Self-determination Act. Furthermore, the competition between new and established projects is detrimental to both new and continuing applicants. The Act provides for greater consideration to enhance vocational rehabilitation services to the Trust Territories outside the United States than to the Native people, the American Indians and Alaska Natives. The end result is a client with a disability in active status who may end up with a program that is no longer funded.

A mechanism of determining funding for formula grants for American Indian tribes needs to be established to insure that that have continuity and permanence in providing vocational rehabilitation services to American Indians with disabilities. There needs to be a mechanism established in the legislation in this Reauthorization to allow for American Indian tribes to apply for formula grants if they meet established criteria, and if they choose to do so. The change in status could be conditioned upon compliance with established criteria in order to allow these programs to achieve the same status as a "State", for receipt of formula grant funding. This would allow larger American Indian tribes, such as the Navajo Nation, to receive appropriate funding. Other American Indian tribes who are beginning and are only in the first two years of their project, should be allowed to continue with discretionary grant funding until they meet State Plan criteria or formula grant funding. By allowing some American Indian tribes who meet State Plan criteria to receive the formula grants, this will free up funds from the discretionary grants which will result in an increase in the availability of funds for American Indian Projects.

1. RECOMMENDATION

(A). Amend the Rehabilitation Act of 1973 to provide strong assurances for the continuation of projects providing established and proven vocational rehabilitation services through formula grant, in the same manner as a state, or a

U.S. territory for receipt of funds under the four formula vocational rehabilitation programs. Following is our recommended language:

Definitions, 29 USC 706 (16)

The term "State" includes the District of Columbia, the Virgin Islands, Puerto Rico, Guam, American Samoa, the Trust Territory of the Pacific Islands, **the Navajo Nation, other federally recognized Indian Tribes which comply with Section 721 of this Act,** and for the purpose of American Samoa and the Trust Territory of the Pacific Island ...

ALLOTMENT PERCENTAGE, 29 USC 707 (A)(1)(B)

The allotment percentage for the District of Columbia, Puerto Rico, Guam, the Virgin Islands, American Samoa, the Trust Territory of the Pacific Islands, **the Navajo Nation and other federally recognized Indian Tribes which comply with Section 721 of this Act** shall be 75 per centum.

SUGGESTED CRITERIA

The criteria that may be applied to determine if an Indian Tribe is eligible for "State" status is as follows:

1. The Indian Tribe will provide a fiscal match of 10%, as currently required under 29 USC 750.
2. A state plan will be required and approved by the appropriate office of the Rehabilitation Services Administration under 29 USC 721.
3. The Indian Tribe will demonstrate its administrative and managerial abilities.
4. The American Indian Vocational Rehabilitation Project will demonstrate its successful performance of rehabilitating people with disabilities at a reasonable cost.

B. Increase the discretionary grant funds under Section 130, 29 USC 730 (d) to the full 1% from the current 1/4 of 1%. Congress has been appropriating funds to allow an increase up to 1% for Section 130 each year, (American Indian discretionary grants).

C. Categorize competitive applications for Section 130 grants to reflect separate consideration of established programs and new or developing projects. There should be provisions to allow a one year planning grant for new projects.

D. Clarify the language under Section 130 regarding "comparability of services".

2. CONCERN

The Request for Proposals (RFP) inviting applications for new awards for *Vocational Rehabilitation Service Projects for American Indians with Handicaps* establishes priorities for funding. The RFP for Fiscal Year 1992, established two (2) priorities. One for "projects addressing disabilities of high prevalence on the reservation or in the tribal village" and the second priority identified are for "projects addressing the needs of American Indians with specific learning disabilities". These priorities limit American Indian tribes from serving people with disabilities who meet the eligibility criteria for services. For example, if diabetes is a disabling condition that has been documented as the disability of high prevalence on a particular reservation, the American Indian project should show how they plan to serve individuals with diabetes. Yet, many individuals with diabetes may have their diabetes "controlled" through medications and may not have a vocational handicap. In addition, continuing programs applying for grants under these established priorities may have a number of people with disabilities in active status who should continue to receive rehabilitation services if eligibility for services has been determined.

2. RECOMMENDATION

Allow American Indian tribes to develop vocational rehabilitation programs that address their needs in their specific reservation or village. Services to people with disabilities should be based on the eligible criteria set in the Rehabilitation Act.

3. CONCERN

There is a national shortage of American Indian professionals in the field of vocational rehabilitation. Occupations in the field of vocational rehabilitation services are relatively new to American Indian Nations. The training of more American Indian professionals in the field of rehabilitation will not only benefit tribal entities, but state, federal and private entities, as well.

3. RECOMMENDATION

A. The Rehabilitation Act must be amended to address specific mechanisms to encourage the training of indigenous people in this specialized field by establishing a priority for short and long term grants to train American Indians.

B. Participation of American Indian "State" agencies and Section 130 grantees must be established and required of each Regional Continuing Education Programs. This will ensure that the American Indian Vocational Rehabilitation Agencies and Section 130 projects will participate in the planning for training and ensuring that they receive equitable and meaningful training within their Regions.

4. CONCERN

Technical assistance for the development and improvement of economic and culturally relevant vocational rehabilitation projects is critically lacking in current legislation. As such, American Indian Vocational Rehabilitation Projects are left to their innovation to seek limited technical assistance.

4. RECOMMENDATION

The Rehabilitation Act must be amended to specifically address the issue of lack of technical assistance to American Indian Vocational Rehabilitation Projects by requiring that a specific entity be designated to provide technical assistance.

5. CONCERN

Periodically, request for proposals are announced to solicit applications for Projects With Industries (PWI). The guidelines for applicant eligibility discriminate against American Indian applications because of the lack of sufficient consideration of local American Indian economic conditions and circumstances. In most cases, the economy of American Indian entities are not as developed as the predominantly metropolitan areas for which the regulations are designed. Major employers such as large manufacturers, retail and service industry businesses are lacking on Indian reservations. Instead of these types of businesses, it is much more common for employers to be cottage industries and small retail and service business.

5. RECOMMENDATION

It is recommended that regulations for Project With Industries grants be amended to allow for these economic conditions so that American Indian entities may pursue such grants to assist in the employment of American Indians with disabilities.

6. CONCERN

Section 130 Projects have the legal responsibility to provide "comparable" vocational rehabilitation services to those provided by State Vocational Rehabilitation Agencies, including construction of rehabilitation facilities. Section 130 grants need construction funds to be made available for the establishment and construction of rehabilitation facilities ie... workshops, independent living centers, training centers, etc. These funds should be separate and apart from Section 130 operation funds.

6. RECOMMENDATION

It is recommended that rehabilitation construction funds and establishment grants be made available in the form of a special set-aside for Section 130 grantees and established American Indian Vocational Rehabilitation Programs.

7. CONCERN

According to the Navajo Area Indian Health Service, Navajo Health Status Summary, the leading cause of outpatient visits for fiscal year 1991 was Otitis Media or middle ear infection. Otitis media can lead to hearing loss. Like the general population, the Navajo Nation lacks individuals skilled in interpreting for the deaf and hearing impaired. More specifically, the Navajo Nation lacks individuals who are skilled in sign language and speak Navajo and English. This poses problems since many Navajo families speak only Navajo. Interpreters for the deaf/hearing impaired who are contracted from off the Navajo Nation do not speak Navajo.

7. RECOMMENDATION

A priority needs to be established for Interpreter Training Programs funded by Rehabilitation Services Administration for tri-lingual interpreters (American Indian language, English and Sign Language).

BEST COPY AVAILABLE

8. CONCERN

The state schools for the deaf are located in Tucson, Arizona (Arizona School for the Deaf and Blind) and Santa Fe, New Mexico (New Mexico School for the Deaf). There are no schools on the Navajo Nation specifically for deaf Navajo children and young adults. As a result, these children attend schools off the reservation. The Navajo Nation realizes the presence and importance of deaf culture, but also hold Navajo culture in high regard. Many of the Navajo children attending these off-reservation state schools are not been given the opportunity to participate in and experience Navajo traditions and culture.

8. RECOMMENDATION

The schools for the deaf need to work closely with the Navajo Nation in assuring that Navajo children who are deaf or hearing impaired are given every opportunity to understand and participate in their Navajo heritage. The schools for the deaf need to assure that Navajo translators/interpreters are provided, if needed when an individualized education program is developed for Navajo children.

CLOSING REMARKS

The Navajo Nation, Office of Special Education and Rehabilitation Services staff are willing to asisst with the drafting of the statutory language which will be necessary to accomplish these much needed changes to the Rehabilitation Act of 1973, as amended.

I would like to thank the Sub Committee on Select Education members for conducting this very important hearing and inviting participation of the Navajo Nation. The Navajo Nation is committed to the provision of quality rehabilitation services to individuals with disabilites residing on or near the reservation. Legislation impacting the lives of Navajo people with disabilities and other under served populations needs to be amended so that better services can be provided. Therefore, your positive responses to the recommendations offered here will be certainly felt by Navajo people with disabilities.

Chairman OWENS. Thank you.

I neglected to point out at the beginning of the hearing that your entire written statements will be entered into the record as submitted.

Let me begin, Miss Bennalley, by asking what kind of linkages your program has with the State program. As you pointed out, most of your population resides in Arizona. What kind of linkages does your special program for the Navajo Nation under section 130 have with the State rehabilitation programs?

Ms. BENNALLEY. In the past we have implemented some VR forms that the State of Arizona is using; the CSR system, the case service reporting system that we have in place; we've requested technical assistance; and we've requested staff development through two Indian R&T centers, one out of the University of Arizona and one at Northern Arizona University, where we get a lot of our information relating to VR as a whole.

Like I said, our program——

Chairman OWENS. Are there any individuals or set of liaisons who work back and forth on a regular basis between the two, the State and——

Ms. BENNALLEY. The one person that I met again here this morning is Mr. Jim Griffith, who has been a State Director of DES and VR. My administrators are the ones that have been in contact. I more or less provide the vocational rehabilitation counseling services at the level where people——

Chairman OWENS. You mentioned there are a number of other rehabilitation services that weren't available to the people served by your program. Did I hear you correctly? Supported employment, you said, was not available?

Ms. BENNALLEY. We don't have access to supported employment, independent living—In a way, out of our section 130 funds, we set aside some to provide independent living services. But it's not like additional funding that we get through section 130. There are section 130 moneys that we obtain and we just set aside that to provide independent living services. Again, it's section 130 funds for VR.

Chairman OWENS. What concrete recommendations do you have for us to correct that?

Ms. BENNALLEY. I believe one way is to put us at the State status like the other trust territories, such as Guam, American Samoa, DC, and the other——

Chairman OWENS. So you don't want more linkage with the State program; you want more separation?

Ms. BENNALLEY. Not actual separation. We want to continue to work with the State, with additional funds. Our tribe is growing, and most of the Indian tribes are growing. I think more funds to provide adequate services are necessary.

Chairman OWENS. You said most of the other tribes, the other 13, are using their money for substance abuse only. On what basis do you make that statement?

Ms. BENNALLEY. I have been to a number of conferences and workshops in reference to—Like in Montana, where they provide training. When they explain their programs—I guess there's a high

prevalence of disability that they're addressing within the different reservations.

Chairman OWENS. You mean alcoholism and drug abuse——

Ms. BENNALLEY. Yes.

Chairman OWENS. [continuing] are the kinds of things that keep people from getting jobs?

Ms. BENNALLEY. Yes, in a sense. I think with their lack of background or technical assistance information, they're unable to provide VR services to the other disabilities that exist within their reservations. Indians are not the same. They have difficulties and different needs and a different set of rules within their own community. Some of them are large Indian tribes and some of them are just bands. Mainly, most of those are in the western section of the country.

Chairman OWENS. Mr. Gutierrez, you said that very few Hispanics seek services, and you cited in your testimony that, out of 1,200 served, only eight were Hispanic——

Mr. GUTIERREZ. Correct.

Chairman OWENS. [continuing] served by your program.

What kind of population are we talking about? The catchment area served by your program includes what percentage of Hispanics?

Mr. GUTIERREZ. It's the State of Arizona.

Chairman OWENS. It's the whole State of Arizona?

Mr. GUTIERREZ. Yes. What is supposed to happen in vocational rehabilitation is that whenever a person becomes a client, they are supposed to receive information of the client assistance program; whenever a case is closed, a letter should be added to the information letting them know that the client assistance program exists and for them to contact them if they have a problem, or if they feel their case is closed, and then for the reasons.

Chairman OWENS. Is there any kind of outreach or public information geared specifically to the Hispanic population?

Mr. GUTIERREZ. Yes, we have the client assistance program and advocacy brochures that are in Spanish, also in braille. We pass these out to vocational rehabilitation offices informing them that they should pass these out to the appropriate clients.

Chairman OWENS. Is there anything on television or radio to help people know that the program exists?

Mr. GUTIERREZ. The lack of funding so far has kept us from doing it, but we have thought of things like that. But it hasn't been done yet.

Chairman OWENS. Miss Bennalley, you said that clients must initiate the effort to get help, but they don't know about the program. What do you do to let them know about the program?

Ms. BENNALLEY. We provide PR information through the radio station that is on the reservation, which the signal reaches as far as outlying areas of the reservation. Counselors go out at the very local level, which we call chapters, on a monthly basis. We go to the schools to provide information in reference to vocational rehabilitation. The various organizations that exist within communities make periodical rounds to provide that information. We have fliers that we can send out. It has been established.

Rehabilitation centers off the reservation will make referrals to the six offices that we have on the reservations to seek services. And a lot of it is done bilingual, so that if disabled individuals have no formal education, they are able to get the information from a Navajo counselor.

The Hispanic community has its language written with ours, and they're initiating that pretty soon through the Navajo Community College.

Chairman OWENS. Mr. Gutierrez, you said you had a very negative and discouraging experience when you needed help with your disability. That was 8 years ago, you said?

Mr. GUTIERREZ. Ten years ago.

Chairman OWENS. Would you say the conditions have changed so that that kind of situation is unlikely to happen now?

Mr. GUTIERREZ. Yeah. For one thing, the injury was in 1982, and there was no client assistance program until 1984, so I think that——

Chairman OWENS. The client assistance program has changed it, you say?

Mr. GUTIERREZ. It started, it began.

Chairman OWENS. You felt that the problem with your situation was that the person was hostile toward you because you were a particular ethnic group. Is there a greater sensitivity and any change in personnel that would lessen the likelihood that that kind of treatment would be experienced by anybody who had the same problems?

Mr. GUTIERREZ. I know that nowadays, when I get some calls from some clients, it is still happening, but not necessarily because they are members of a certain race or ethnicity. There are good counselors and not so good counselors.

Chairman OWENS. What are we doing to make sure we have more good counselors and fewer bad counselors? Is there something in the system that you would recommend should be changed? Is it the way we train people, or do we have a mixture in terms of the ethnicity of the personnel? Is there any Federal legislation that could help to correct the situation?

Mr. GUTIERREZ. I think a lot of times, once the client is informed of his or her rights, they're aware they have more equality in the process as far as vocational rehabilitation goes. I think that assists clients and gives them empowerment.

Chairman OWENS. I thank both of you for your testimony.

I yield to Mr. Pastor for questions.

Mr. PASTOR. Just a couple of questions for Miss Bennalley. You talk about the lack of interpreters. I'm assuming the problem is signage from English to Navajo, that you're talking about Indian language interpretation?

Ms. BENNALLEY. No, what I meant by interpretation, was addressing the needs of the hearing-impaired and the deaf. Our assistant director is a sign language interpreter throughout the whole reservation. There were some people that were trained but they're not consistently utilizing those skills to improve further. As I said, it was American sign language or deaf interpreter to whom I was addressing.

Mr. PASTOR. My question relates to the sign language. Is it translation from English to Navajo, or Navajo to English? Is that where the problem is, that we don't have enough Navajos that can sign from English to Navajo?

Ms. BENNALLEY. I believe the deaf population that I've worked with in the past, most of them, when they go to ASTB, they just pick up the English language and, therefore, they don't necessarily have a Navajo language to sign. It's mainly English to English when we're interpreting.

Mr. PASTOR. You told us that Navajo is not written but there is an attempt now to write Navajo. I'm assuming that there are a number of elementary schools on the Navajo Nation that any hearing-impaired child or deaf child, if they had a teacher that could sign in Navajo, that they would stay home and continue to learn about their culture and be with the family.

Ms. BENNALLEY. That is true.

Mr. PASTOR. So I'm assuming you're telling us that if there was a program that would train a teacher to learn signage in Navajo, this is something the Navajo Nation would be very appreciative of as a goal?

Ms. BENNALLEY. Exactly. I believe that those are some of the goals that we're looking for. In order to do that, I believe the Navajo people have to initiate that, with support from the State, or even the Federal Government, to make that possible.

Mr. PASTOR. Both of you have talked about the problem that many view VR with suspicion. You talked about the cultural difference between the Arizona VR and the Navajo VR. Could you give me some examples or some recommendations of what could be done to make the Arizona VR more sensitive or more caring? Maybe that's not your evaluation of them.

Ms. BENNALLEY. I always say, when I'm talking about the Navajos—and I'm sure it's the same with other Indian tribes—that there are three groups within an Indian group, or maybe the same with other ethnic groups. One, there's a traditional that has never gotten a formal education, someone who speaks their native language as their first. There is another end of the spectrum where children speak only English and really don't have any knowledge of what the Navajo language is. But if you look at them, they look Indian. They look Navajo. There's a middle group who have gone to college and have some traditional values that they were raised with, so they more or less go back and forth between the two cultures.

It all depends on which one you're dealing with. So, as VR counselors, we have to have an idea of where to start. If we look at somebody that's English-speaking and has no—maybe very limited in Navajo tradition—it would be easier for them to work with. The traditional Navajo have their own set of work ethics. If you want to achieve something bad enough, you're going to go out and do that. And that's the same with everybody.

From my counseling perspective, you have to address it like that. If you're going to be in poverty, if you don't want to get out, you might as well just be there. Or if you want to get out of it, what can you do? You have resources; you have a mind, you have eyes, you have ears, or if they're in a chair, I'm sure they'll be able to

get out of that predicament or whatever. There are a lot of issues you have to address and a lot of steps that go along the way. Just be more sensitive to the various needs and the barriers, just look at the individual as another human being and see what types of services are needed so that they can go from step one to step two.

Mr. PASTOR. Mr. Gutierrez, the same question. You said that people view VR with suspicion.

Mr. GUTIERREZ. Yeah. I think some of my minority clients view it as a dominant culture program. They have tried other programs and have failed, so they're not sure exactly how this program will serve them. They have concerns going into the program. And when things start going wrong, of course, it's like a continuation of other things that have happened to them before that were not successful.

Mr. PASTOR. You both talk about staff development. Ms. Bennalley, are you talking about staff development within the Arizona VR or the Navajo VR? With respect to staff development in your context, Mr. Gutierrez, are you saying that we need more community-based organizations to have people on staff that can be advocates?

Mr. GUTIERREZ. That, and also—I'm not sure of the numbers, but possibly the hiring of more minorities into the vocational rehabilitation field might be an answer.

Mr. PASTOR. Do you feel right now that probably you don't have enough representation of the various——

Mr. GUTIERREZ. Right.

Ms. BENNALLEY. What I meant by staff development is training deaf interpreters on the reservation so that they can provide interpreter services; more or less upgrading the skills of workers. Within the Navajo VR, we have noticed staff worked an average of 5 years or even more. A lot of them continue to receive their education and do outreach training from the various universities, along the lines of rehabilitation, counseling and those kinds of areas. This means that the counselors can continue to work and at the same time attain their bachelor's or master's degree.

Mr. PASTOR. What intrigued me was the recommendation that the Navajo Nation and other tribes receive the status of a "State." I guess that's something that I can pursue with you, Mr. Chairman, because I don't quite understand the recommendation.

Chairman OWENS. That's not the first time we've heard that request.

Mr. PASTOR. Obviously, because of the Navajo Nation and other Indian tribes in Arizona, it's something that I would like to pursue with you and then maybe you can give me some recommendations.

That closes my questioning of this panel, Mr. Chairman.

Chairman OWENS. We want to thank both of you for being here today. We will make use of your comments and testimony. Thank you.

Ms. BENNALLEY. Thank you.

Chairman OWENS. Our next panel consists of Mr. James Griffith, the Administrator of the Rehabilitation Services Administration, Phoenix, Arizona,; Miss Jill Crawford from Phoenix; and Miss Peniel Cronin, also from Phoenix. Please be seated.

Miss Crawford is not here yet, so we will proceed with Mr. Griffith's testimony. As I said before, your written statement will be

entered into the record in its entirety. You may use your oral testimony to either highlight it or make other comments.

Mr. Griffith.

STATEMENTS OF JAMES B. GRIFFITH, ADMINISTRATOR, REHABILITATION SERVICES ADMINISTRATION, ARIZONA DEPARTMENT OF ECONOMIC SECURITY; AND PENIEL CRONIN, DIRECTOR OF MARKETING AND PROGRAM DEVELOPMENT, ARIZONA BRIDGE TO INDEPENDENT LIVING (ABIL)

Mr. GRIFFITH. Thank you.

Mr. Chairman, Congressman Pastor, my name is Jim Griffith and I am the Administrator of Arizona's Rehabilitation Services Administration. We are located within the Department of Economic Security.

I have worked in the Public Vocational Rehabilitation Program for over 22 years, starting as a counselor and serving in a variety of roles during that period. I have been the State Administrator since October of 1985. I am also an active member of the Council of State Administrators of Vocational Rehabilitation, CSAVR, and have served as a committee chairman, as treasurer of that organization, and most recently, as its president for 16 months, ending in November of 1991.

The Public Vocational Rehabilitation Program, enacted into Federal law in 1920, provides a wide range of services which are specifically directed to creating employment opportunities for eligible individuals with mental and/or physical disabilities who are unable to secure or maintain employment.

The State Rehabilitation Agency provides for and coordinates its services in cooperation with public and private community-based providers and facilities. States have also developed extensive formal relationships in both the public and private sectors to address consumer and service needs.

Examples of linkages developed by the Arizona Rehabilitation Services Administration are as follows:

We have a cooperative agreement with the State's Agency for the Developmentally Disabled which transfers funds for services and staffing and also provides funding for long-term supported employment for individuals with developmental disabilities.

We have an intergovernmental agreement with the State's Agency for Behavioral Health Services which transfers funds for services and staffing and also provides funding for long-term supported employment for individuals who are seriously mentally ill.

We have a joint agreement with Goodwill Industries of Central Arizona and the IBM Corporation to provide for computer programmer and data entry training programs for persons with disabilities.

We have contracts with the McDonald's Corporation and with Pizza Hut to provide training and supported employment.

We have a number of intergovernmental agreements with major school systems throughout the State which transfer funding for services and staffing, which are the core of our school-to-work transition program.

We have an intergovernmental agreement with the University of Arizona's Rehabilitation Counselor Education Program to facilitate and assure training programs to prepare competent professionals to provide services in all facets of the public rehabilitation program.

Lastly, we are currently in the process of finalizing an intergovernmental agreement with the Arizona State School for the Deaf and Blind to transfer funds which will also increase rehabilitation services for individuals who are deaf, blind, or deaf/blind in our school-to-work transition program.

This is not an inclusive list but serves to illustrate the extensive linkages with both the public and private sector developed by State vocational rehabilitation programs throughout this country to carry out their basic mission. It also serves to highlight the level of creativity and energy which exists in the public rehabilitation program.

The Arizona Rehabilitation Services Administration is also aware of its responsibility to address the needs of the State's culturally-diverse population. We have longstanding ties, as was mentioned, with the Navajo Nation and with other American Indian tribes in the State, whom we have assisted in the development of vocational rehabilitation service programs and to whom we have provided outreach.

I might add also that we have staff who are designated at our midmanagement level to serve as ongoing liaison for the Intertribal Council and the State, as well as the Navajo rehabilitation program.

We continue to provide special training on the unique vocational rehabilitation needs of minorities. In June of this year, our annual conference, which is in Tucson, will have as its theme "Rehabilitation in a Culturally Rich Environment." The agenda for this conference provides for a series of workshops which focus on cultural and minority issues in rehabilitation.

These examples are reflective of the Rehabilitation Act, which is one of the most comprehensive and well-balanced pieces of legislation in the field of human services. The Act embodies the necessary elements for successful rehabilitation services through a nationwide network of public and private community-based service providers. It is this balanced approach which has enabled millions of persons with disabilities to move from dependency and income maintenance programs into employment and productivity. The public rehabilitation program has created the opportunity for millions of our Nation's citizens with disabilities to be invested and involved in their local communities throughout this country.

The Vocational Rehabilitation Program has proven to be a cost-effective program by assisting persons with disabilities to increase their earning capacity and to become taxpaying citizens. It has also freed family members to work and has reduced or eliminated dependency on welfare payments, public health services, and other social services.

The public rehabilitation program has been in existence for over 70 years and, throughout its history, it has been flexible and responsive to change. The Rehabilitation Act is a vital and living

piece of legislation which has been amended, when required, to respond to changes through the years.

It is my hope that this reauthorization will be one in which the many views on the Rehabilitation Act can be balanced by a truly objective analysis of the success of the public rehabilitation program. Through a balanced dialogue, reasonable, responsible and progressive changes can occur which address the legitimate concerns of all persons with disabilities.

We in the public program recognize that the program can be improved to better serve the needs of our country's citizens with disabilities, and we are committed to that end.

To underscore that commitment, I would like to state the four basic principles endorsed by the Council of State Administrators in support of the reauthorization of the Act.

One, we support statutory provisions which provide for effective and meaningful involvement of consumers with disabilities in all of the critical areas that impact rehabilitation service delivery and the rehabilitation process.

Two, we support provisions which mandate and assure effectively-trained and highly competent persons to provide services in all facets of the public rehabilitation program.

Thirdly, we support provisions which ensure that employment is the major goal of the public rehabilitation program, while also recognizing that independent living services and supported employment are essential and lead to independence for many people with disabilities.

Finally, we support provisions which ensure that State rehabilitation agencies are the viable, accountable, and effectively managed center of a service delivery system of public rehabilitation services.

Mr. Chairman, I believe the reauthorization of the Rehabilitation Act is crucial to the success of the Americans with Disabilities Act. The ADA, which you and other members of the subcommittee played such a key role in formulating, is a federally-mandated act that guarantees employment opportunities to those persons with disabilities who are otherwise qualified.

The Vocational Rehabilitation Program is absolutely essential to the achievement of the vision and the goals of the ADA. It is the only nationwide program with the singular goal of assisting persons with disabilities to become qualified for employment. The Vocational Rehabilitation Program is also key to the education of employers about the ADA and to the provision of technical assistance on program access, physical access to jobs, technology, and rehabilitation engineering services which facilitate job placement.

The ADA will vastly expand opportunities for all Americans with disabilities. It is vital that the Rehabilitation Act be reauthorized so that the Vocational Rehabilitation Program can assist people with disabilities to fully realize the promise of this landmark legislation.

I would also add that Arizona, I believe, is one of the few States that has established an office at the Governor's level for the Americans with Disabilities Act.

In closing, Mr. Chairman, it is estimated that the State rehabilitation agencies are only able to serve one out of every 20 people

who are eligible for such services. The General Accounting Office gives figures of one in 13.

Recognizing these are difficult fiscal times, I am still deeply concerned. Can we, as a Nation, afford to exclude millions of people with disabilities from receiving services? The cost of exclusion is far too great, in my judgment, in both human and economic terms.

Funding for State rehabilitation programs is not only inadequate to meet the need, but is further impacted by the increasing costs of services and increased overall costs for serving individuals with the more severe disabilities.

Therefore, I urge the maximum possible level of resources be committed to provide rehabilitation services through the State-Federal partnership in this reauthorization process. The rehabilitation program, with adequate funding, is the most effective and cost-efficient approach to meeting the needs of the Nation's citizens with disabilities.

I would like to thank you very much for the opportunity to appear before the subcommittee today to speak in support of the reauthorization of the Rehabilitation Act.

[The prepared statement of James Griffith follows:]

STATEMENT OF JAMES B. GRIFFITH, ADMINISTRATOR, REHABILITATION SERVICES ADMINISTRATION, ARIZONA DEPARTMENT OF ECONOMIC SECURITY

Mr. Chairman and Members of the subcommittee, I would like to thank you for the opportunity to appear before the subcommittee today to speak in support of the Reauthorization of the Rehabilitation Act.

My name is James Griffith and I am the Administrator of Arizona's Rehabilitation Services Administration. We are located within the Department of Economic Security (DES). I have worked in the Public Vocational Rehabilitation Program for over 22 years, starting as a counselor and serving in a variety of roles during that period. I am also an active member of The Council of State Administrators of Vocational Rehabilitation (CSAVR) and have served as a committee chairman, as treasurer and, most recently, as president of that organization for a period of 16 months ending in November of 1991.

The Public Vocational Rehabilitation Program, enacted into Federal law in 1920, provides a wide range of services which are specifically directed to creating employment opportunities for eligible individuals with mental and/or physical disabilities who are unable to secure or maintain employment.

The State Rehabilitation Agency provides for and coordinates its services in cooperation with public and private community-based providers and facilities. States have also developed extensive formal relationships in both the public and private sectors to address consumer and service needs.

Examples of linkages developed by the Arizona Rehabilitation Services Administration are as follows:

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Contracts with the McDonald's Corporation and Pizza Hut to provide training and supported employment.

Intergovernmental agreements with major school systems in the State which transfer funding for services and staffing for school-to-work transition program.

Intergovernmental agreement with the University of Arizona's Rehabilitation Counselor Education Program to facilitate and assure training programs to prepare competent professionals to provide services in all facets of the Public Rehabilitation Program.

Intergovernmental agreement with the Arizona State School for the Deaf and Blind (ASDB) to transfer funds which will provide for increased vocational rehabilitation services for individuals who are deaf, blind, or deaf/blind in our school-to-work transition program.

This is not an inclusive list but serves to illustrate the extensive linkages with both the public and private sector developed by State Vocational Rehabilitation Programs to carry out their basic mission. It also serves to highlight the level of creativity and energy which exists in the Public Rehabilitation Program throughout this Nation.

The Arizona Rehabilitation Services Administration is also aware of its responsibility to address the needs of the State's culturally-diverse population. We have longstanding ties with the Navajo Nation and other American Indian tribes in the State, whom we have assisted in the development of vocational rehabilitation services and to whom we have provided outreach.

We continue to provide special training on the unique vocational rehabilitation needs of minorities. In June of this year, our annual conference will have as its theme "Rehabilitation in a Culturally Rich Environment." The agenda for this conference provides for a series of workshops which focus on cultural and minority issues.

These examples are reflective of the Rehabilitation Act which is one of the most comprehensive and well-balanced pieces of legislation in the field of human services. The Act embodies the necessary elements for successful rehabilitation services through a nationwide network of public and private community-based service providers. It is this balanced approach which has enabled millions of persons with disabilities to move from dependency and income maintenance programs into employment and productivity. The Public Rehabilitation Program has created the opportunity for millions of our Nation's citizens with disabilities to be invested and involved in their local communities throughout this country.

The Vocational Rehabilitation Program has proven to be a cost-effective program by assisting persons with disabilities to increase their earning capacity and to become taxpaying citizens. It has also freed family members to work and has reduced or eliminated dependency on welfare payments, public health services, and other social services.

The Public Rehabilitation Program has been in existence for over 70 years and, throughout its history, it has been flexible and responsive to change. The Rehabilitation Act is a vital and living piece of legislation which has been amended when required, to respond to changes through the years.

It is my hope that this reauthorization will be one in which the many views on the Rehabilitation Act can be balanced by a truly objective analysis of the tremendous success of the Public Rehabilitation Program. Through a balanced dialogue; reasonable, responsible, and progressive changes can occur which address the legitimate concerns of all persons with disabilities.

We in the Public Rehabilitation Program recognize that the program can be improved to better serve the needs of our country's citizens with disabilities and are committed to that end.

To underscore that commitment, I would like to state the four basic principles endorsed by the CSAVR in support of the reauthorization of the Act. They are as follows:

1. Statutory provisions which provide for effective and meaningful involvement of consumers with disabilities in all critical areas of rehabilitation service delivery and the rehabilitation process;

2. Provisions which mandate and assure effectively-trained and highly competent persons to provide services in all facets of the Public Rehabilitation Program. (The extent to which the mission of successfully rehabilitating eligible persons with disabilities is met relies on a corps of caring and able service providers throughout the United States.);

3. Provisions which ensure that "employment" is the major goal of the Public Rehabilitation Program, while recognizing that independent living services lead to and/or support employment and/or independence for many people with disabilities because many clients need these independent living services before they can engage in gainful employment; and

4. Provisions which ensure that State rehabilitation agencies are the viable, accountable, and effectively-managed center of a delivery system of public rehabilitation services. (It is imperative that we have a streamlined, responsive, client-centered system in order to meet the needs of the community.)

Mr. Chairman, I believe the Reauthorization of the Rehabilitation Act is crucial to the success of the Americans with Disabilities Act (ADA).

The Americans with Disabilities Act which you and other members of the subcommittee played such a key role in formulating, is a federally-mandated act that guarantees employment opportunities to those persons with disabilities who are otherwise qualified.

The Vocational Rehabilitation Program is absolutely essential to the achievement of the vision and the goals of the ADA. It is the only nationwide program with the singular goal of assisting persons with disabilities to become qualified for employment. The Vocational Rehabilitation Program is also key to the education of employers about the ADA and to the provision of technical assistance on program access, physical access to jobs, technology, and rehabilitation engineering services which facilitate job placement.

The ADA will vastly expand opportunities for all Americans with disabilities. It is vital that the Rehabilitation Act be reauthorized so that the Vocational Rehabilitation Program can assist people with disabilities to fully realize the promise of this landmark legislation.

In closing, Mr. Chairman, it is estimated that State rehabilitation agencies are able to serve only one out of every 20 people who are eligible for such services (the General Accounting Office's figures are one in 13).

Recognizing these are difficult fiscal times I am still deeply concerned. Can we, as a Nation, afford to exclude millions of people with disabilities from receiving services? The cost of exclusion is far too great in both economi and human terms.

Funding for State vocational rehabilitation programs is not only inadequate to meet the need but is further impacted by the increasing costs of services and increased overall costs for serving individuals with the more severe disabilities.

Therefore I urge the maximum possible level of resources be committed to providing rehabilitation services through the State-Federal partnership in this reauthorization process. The rehabilitation program, with adequate funding, is the most effective and cost-efficient approach to meeting the needs of the Nation's citizens with disabilities.

Thank you again for the opportunity to testify before your subcommittee.

Chairman OWENS. Thank you.

Miss Cronin.

Ms. CRONIN. My name is Peniel Cronin, and I'm the Director of Marketing and Program Development for Arizona Bridge to Independent Living, ABIL. ABIL is the independent living center that has served the Phoenix and Central Arizona area since 1981.

Very clearly, we have seen the need for employability programs. One of the uppermost goals of the Americans with Disabilities Act is to end the phenomenal 73 percent unemployment or underemployment rate among persons with disabilities. This is expected to be accomplished by ending the discriminatory employment practices and breaking down architectural, transportation, communication barrier that have historically been the reasons why people with disabilities have not worked. But yet, if you look back, these were the same goals of the Rehabilitation Act of 1973. The unemployment rate then was approximately the same as it is now.

Why, after 19 years, have we continued to have such a high unemployment rate among working age adults with disabilities? Our experience as an independent living center very clearly shows that there are three core parts in answering that question of why the persistence in the high unemployment rate.

There still are environmental, attitudinal, and communication barriers that exist. These are very clear. There is also a major gap, we believe, in the delivery system which is aimed at assisting individuals with disabilities in their transitioning and resocialization process. Very clearly and simply stated, we believe that programs, for instance, such as vocational rehabilitation, simply do not have the resources, and often the staff training and development, that is

necessary to provide such things as peer counseling, peer advocacy, spouse and family support, independent living skills instruction, home modification, if that is necessary, so a person can get out their own front door, socialization and recreation, resocialization programs, and self-advocacy awareness and empowerment of the individual.

We also believe there is a third part, in that the life outlook of individuals with disabilities themselves can be one of the greatest barriers of all. We have seen this time and again in our experience as an independent living center. If a person has spent a lengthy amount of time in the medical rehabilitation process following a traumatic accident or following the onset of a disabling condition, many times that individual loses contact with the social mainstream. They lose the skills that are necessary to reintegrate into that mainstream. This is one of the most overlooked parts in the current process of readying a person for employability.

In the process of losing socialization skills and not being part of the mainstream, many times the caregivers that are part of the medical rehabilitation process simply have not had a background in independent living philosophy. They are not available in the transitioning process. They simply do not have the skills and the ability to be a healthy role model, a peer model, to the individuals in transition, in answering questions during the transitioning process, such as: "What am I going to do for a living, should I consider myself retired, will my family and friends still accept me, how am I viewed, will I be able to drive my own car, are there accessible buses?" There are a whole group of questions that must be answered for the individual who is trying to redesign and redefine, their life.

With this diminished sense of self-sufficiency and reduced socialization skills, the new set of challenges presented by the disability can literally seem like a maze that would be impossible to navigate through without help. It is unrealistic to expect the individual who has gone through that to immediately be vocationally ready and be ready to be reintegrated into the job market.

We believe that any program, therefore, that undertakes the employment readiness of persons with disabilities must have a holistic approach. That is something that simply is not part of the picture right now. Programs must view the whole life picture, the challenges of the person with the disability, the family concerns, the employment-related issues, and the community integration goals.

In our program for employment readiness, we deal with the real life issues of having a disability. We provide peer counseling and peer advocacy along with and tandem with the full range of community integration services. We promote self-advocacy and community advocacy, the individual empowerment aspect, through ADA training and legislative training. A part of our program at this point is really to strike out and to develop as many employment-related resources as possible.

One of the things that we continually have problems with is having the funding that is necessary to carry out this program on an ongoing basis. What we have found over and again is that if an individual has not gone through the resocialization and life redirection process, they simply are not ready to go through any kind of

vocational rehabilitation. They first have to get their own life straightened out and learn how to deal with the disability before they can go into the employment arena. We feel that's definitely been a missing link at this point in time.

Very clearly, our recommendation in the reauthorization of the Rehabilitation Act would be that independent living centers and others dealing directly with the whole life issues of individuals with disabilities need to have the funds to carry out readiness-for-employment programs, such as peer advocacy and peer mentoring, community integration, programs establishing a working relationship with employment sources and resources, and doing outreach with vocational rehabilitation and other agencies that would go on in the entire chain of events to have vocational readiness for the individual.

The independent living philosophy and input simply cannot continue to be left out of the vocational rehabilitation equation. It's not working.

Thank you for the opportunity to present my testimony.

[The prepared statement of Peniel Cronin follows:]

CRowin

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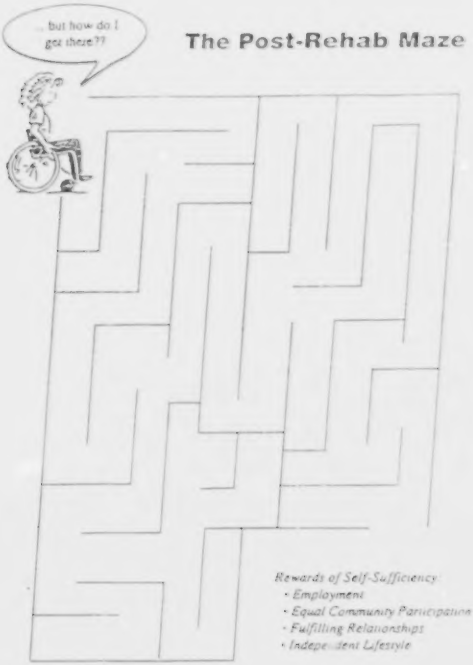

Readiness for EmployAbility Program (REAP)

Program Goals:
To veer persons with disabilities away from the entitlement systems and toward personal empowerment, competitive employment and full community participation. To guide an individual through the maze of disability-related, resocialization challenges.

(602) 256-2245 Voice/TDD • (602) 254-6407 FAX

Readiness for EmployAbility Program (READ)

PROBLEMS BEING ADDRESSED

One of the uppermost goals of the Americans with Disabilities Act (ADA) is to end the phenomenal 73 percent unemployment/underemployment rate among persons with disabilities. This is expected to be accomplished by ending discriminatory employment practices and breaking down the architectural, transportation and communication barriers that have historically been critical reasons why people with disabilities have not worked.

These have been the same goals of the Rehab. Act of 1973! Why then, after nineteen years, has the unemployment rate among people with disabilities remained so high? Our experience suggests that the answer is multifaceted but has three core parts:

1) There are still environmental, attitudinal, policy/program and communication barriers which inhibit competitive employment and community integration.

2) There is a major gap in the service delivery systems which are aimed at assisting individuals with disabilities in their transitioning/ re-socialization process. Simply stated, these programs, e.g. Voc. Rehab., do not have resources to address needs related to peer counseling, peer advocacy, spouse & family support, independent living skills instruction, a home modification, socialization & recreation, or self-advocacy awareness.

3) The life outlook of people with disabilities can be one of the greatest barriers of all. When an individual has spent up to a year, or more, in a medical rehabilitation process or has suffered the onset of a disabling condition, he/she frequently loses contact with the social mainstream. Further, those who are not part of a comprehensive re-socialization program can be directed onto a path of dependence on entitlement programs and become very "systematized".

The process of becoming "systematized" is understandable. Many of the caregivers who are part of the medical rehabilitation process do not have a background in independent living. Moreover, these individuals are not readily available during the transition into self-sufficiency, nor do they provide the healthy peer-modeling and advocacy which can help the person in transition answer such questions as:

> What will I do for a living or should I consider myself retired? Will my family and friends still accept me? Will I be able to drive my car.... are there accessible buses? I wonder if I will be able to live on my own? How do I assert myself when I encounter discrimination or other barriers? How will I go to movies or ballgames or...? Am I still attractive?

With a diminished sense of self-sufficiency and socialization skills, this new set of life challenges can seem like a maze which would be impossible to navigate. Given these circumstances, it is unrealistic to expect the individual to immediately be assimilated into the job market. This is the critical point at which peer advocacy and a full-range of community integration services must be available to the person with a disability and his/her family. The

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family cannot be overlooked because it is the family as a whole, which must deal with the changes in lifestyle, the new interpersonal dynamics, the "grieving" process, the life redirection goals, the re-socialization process, etc.

Therefore, any program which undertakes the employment readiness of people with disabilities must have a wholistic approach. It must view the whole life picture: challenges of the individual with the disability, family concerns, employment-related issues and the community integration goals. In the absence of this approach true employment-readiness is not achieved and the unemployment rate among adults with disabilities will remain at an unacceptably high level.

PROGRAM DESCRIPTION:

Introduction: The **Readiness for EmployAbility Program (REAP)** deals with the every day, real life issues of having a disability. It was designed to be the missing link between medical rehabilitation and competitive employment. REAP is an innovative employment-readiness and job generation program for persons with severe disabilities. It is based on the fundamentals of 1) providing peer advocacy/mentoring in tandem with a full range of community integration services, 2) promoting self and community advocacy through ADA and legislative trainings, and 3) developing numerous employment options as a means of addressing the high unemployment among adults with disabilities.

Consumer Population Served: In broad terms, Arizona's temperate climate attracts a higher proportion of individuals with disabilities: while our State ranks 29th in overall population, we rank 17th in population of persons with disabilities. Further, 8,000 Arizonans become disabled every year (Source: 1980 U.S. Census). Regarding our specific service area, there are 188,000 adults with disabilities in Maricopa County, including an estimated 12,000 wheelchair users (Source: Maricopa County Needs Assessment of 1989).

Program Goals: To veer persons with disabilities away from the entitlement systems and towards personal empowerment, competitive employment and full community participation; To guide an individual through the maze of re-socialization challenges encountered after the onset of a disability.

Program Objectives: ** Provide full community integration services to working age adults with disabilities (inducing spouse and family support) which will facilitate employment-readiness.

** Train Peer Advocate Volunteers to assist and mentor REAP participants and family members along their journey to independence and economic self-sufficiency.

**Promote self-advocacy and greater community involvement/leadership through A) legislative trainings and B) skills training related to the ADA.

** Develop a network of business partners to open up employment options.

History: ABIL began researching peer support programs around the country in the

mid 1980s. In 1987-88, we developed a 32 hour curriculum for training Peer Advocate Volunteers (PAVs). PAVs are individuals who have successfully navigated through their own disability-related, life-readjustment issues and are mainstreamed into their own communities. During 1989 we conducted our first training class. Six PAVs were graduated and have become the core group for testing, evaluating and modifying our program. The core group, plus an additional 10 PAV graduates, allow us to render services beyond staff capabilities, ensure an individualized, quality-intensive re-socialization program for each consumer, and keep program costs more manageable in the long run.

Our PAVs are now a cornerstone to our community integration and re-socialization services. Each one is "buddied" with about 4-6 consumers-in-transition. They provide peer counseling/advocacy in areas such as self-esteem, adjustment to disability, transportation, housing, community resources, interpersonal relationships and sexuality. The training has evolved into a 45-hour curriculum and we have monthly PAV support groups, facilitated by our Program Coordinator, which involve consumer staffings, problem solving, idea interchange and continuing education.

Since the passage of the ADA, ABIL has been "re-visioning" it's community integration program base and peer advocacy efforts to tie into the employment arena. The ADA presents unprecedented opportunities to address the barriers to employment and community integration. For the first time, our program includes definite linkages to employment options. We have witnessed the power of peer advocacy and we have developed a solid base of community integration programs. REAP is the culmination of our efforts and through this innovative, hybrid program model, we propose to tackle the phenomenal unemployment among adults with disabilities.

ACTIVITY PLAN NARRATIVE

REAP is multi-facted in its approach because our experience has shown that there is no successful assembly line approach to the life redirection process. As such, the primary principles in our program planning have centered around service flexibility and creative options for employment, skills training, continuing education and community volunteerism/advocacy. An Illustration of the REAP program is Attached.

Program Promotion and Development of Referral Sources: Means for accomplishing this include: 1) doing program announcements and write-ups in ABIL's monthly newsletter which goes out to around 3800 individuals with disabilities, other community service agencies, private businesses and governmental service providers, 2) sending out Information Releases 3) Conducting in-service meetings with referral sources, eg., Voc Rehab counselors 4) Networking with other service agencies to ensure greater coordination in service delivery and uninterupted referrals into REAP, and 5) Development of linkages to hospital rehabilitation units and rehab specialists for early intervention through matching a PAV with a newly disabled person.

Provision of Community Integration Services: Since we provide a full range of community integration services, as outlined in the Illustration of REAP components, these tasks will require a coordinated effort of many staff members within our Community Integration Unit.

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The range of services provided through REAP include: A) peer advocacy/mentoring via trained Peer Advocate Volunteers (PAVs), B) spouse and family support counseling, C) Independent Living Skills Instruction, D) need-specific and cross disability support groups, eg., women's, spinal cord injuries, young adults in the school-to-community/work transition, post-polio and PAV meetings, E) home modifications to increase accessibility and self-sufficiency - we have completed over 300 home modifications since 1987, F) socialization & recreation programs, G) employer/co-worker sensitivity trainings, and H) self-advocacy instruction. The Peer Advocacy Volunteer activities which are an integral part of REAPwere discussed on page 2.

Development of Employment Options and other Program Outcomes: It is anticipated that REAP participants will flow into one or more of six major categories of program outcomes: 1) 30-35% into the JTPA program, 2) 10% referred back to Voc Rehab, 3) 15-20% into community volunteerism, perhaps for work experience in preparation of competitive employment, 4) 15-25% into the network of corporate employers or other employment options, 5) 5-10% into continuing education at a post-secondary institution, and 6) 15-20% will be given assistance to enable a significant transition toward independent living.

• JTPA Program - ABIL has formed a collaborative partnership with a vocational placement agency. Occupational and Career Services, Inc. (OCS) is a private vocational counseling and placement company which has assisted over 2000 adults with disabilities to regain occupational productivity since 1975. OCS will benefit our clients through providing recruitment, eligibility screening, intake interviews, job seeking skills training, labor market research, individual career coaching, placement services, work-site accommodations and placement follow-up. In conjunction with our partner, we have responded to a Department of Education RFP for Job Training Partnership Act (JTPA) monies. This would provide opportunities for REAP participants to receive basic skills training, remedial and advanced education, On-the-Job training, support services (items which would facilitate job readiness, ie, a hair cut, an adaptive aid, glasses, etc.) and other services. According to the RFP, we would also be able to work with the displaced homemaker spouse. This is of tremendous benefit when viewing the financial stability of the family as a whole!

• Network of Corporate Employers & Other Employment Options - Innovatively, ABIL is building a network of corporate partners with which we will exchange Technical Assistance Services (relating to accessibility considerations under the ADA) for i) employee volunteerism - as peer advocates/mentors, ii) workplace re-adjustment training and/or On-the-Job training, and iii) on-going financial support for the REAP program. We are aware that the current recession complicates the placement of persons with severe disabilities. However, since the employment provisions of the ADA will take affect starting July 1992, larger employers will be compelled to extend equal opportunities to persons with disabilities. The REAP program will benefit potential employers in that each program participant will have received comprehensive assistance in his/her re-socialization process, the necessary community integration services, family support and vocational guidance and services to facilitate re-entrance into the workplace. Further, through our Technical Assistance Services, we will be able to provide the input on worksite re-design and job accommodations necessary to enable a potential employer to offer employment to persons with disabilities. Our goal is to build a network of 12-15 corporate partners, in a variety of industries and to direct approximately 15-25% of the

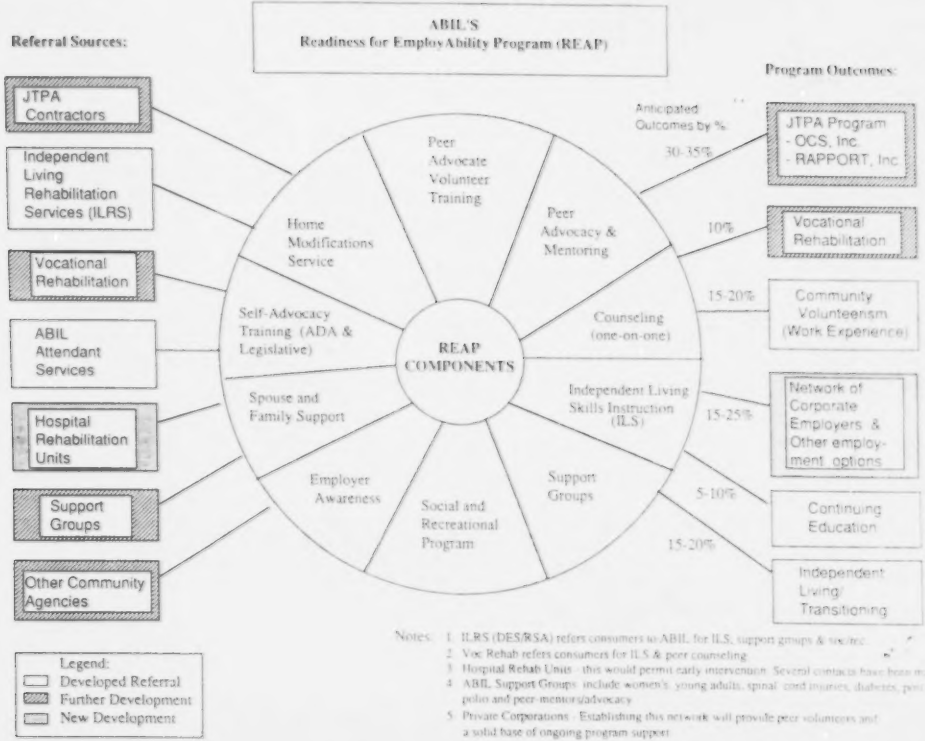
REAP participants through this employment-related channel. Other employment options which will be explored in this project include entrepreneurial ventures, cottage industry pursuits and remote location employment via modem.

Further, in conjunction with Gateway Community College and the Arizona Governor's Office on the ADA, ABIL has developed a curriculum for Architectural Compliance Survey & Design. Our goal is to channel a subset of REAP's participants through the accredited 3 hour class. The class has proficiency exams, field visits to various facilities and requires students to conduct actual compliance surveys and provide a recommendations report. Further, Gateway College has agreed to cover the efforts and major costs related to developing other classes which would eventually be part of a two year Accessibility Specialist Program. These classes are beneficial to the individual with a disability because they open up employment options, such as private consulting. The community-at-large benefits because these individuals can be a valuable resource for accurate accessibility information. This is especially important to the rural/lesser-served communities, that will be covered under the REAP program.

* Continuing Education, Community Volunteerism and Significant Transitioning - In line with our mission as an Independent Living Center, we provide services to individuals who, generally, have severe disabilities. As such, we will not do "creaming" in order to make the overall employment numbers look good. The Readiness for Employ Ability Program is designed to facilitate the re-socialization process which leads to personal empowerment, community participation and advocacy, and competivive employment. In over a decade of service provision, we have learned that there can be many steps to achieve full self-sufficiency. Therefore, we have included some steps, such as continuing education, viable volunteerism and significant transitions toward independent living, as positive program outcomes.

INFORMATION ON ABIL

Arizona Bridge to Independent Living (ABIL) is one of two Independent Living Centers (ILCs) serving Arizona's population of 3.8 million people. There are over 400 ILCs nationwide and we are one of the 10 largest. ABIL provided direct services to 1,670 consumers with disabilities in 1991 (up 42% from 1990) and responded to 3,000 information & referral requests. We started as a grass-roots organization in 1978 and incorporated as a 501(c)(3) non-profit agency in 1984. Our mission is to provide services that enable persons with disabilities to achieve the greatest level of independence possible within their own communities given their individual circumstances.


ABIL'S
Readiness for EmployAbility Program (READ)
Referral Sources:
JTPA Contractors
Independent Living Rehabilitation Services (ILRS)
Vocational Rehabilitation
ABIL Attendant Services
Hospital Rehabilitation Units
Support Groups
Other Community Agencies
Legend:
Developed Referral
Further Development
New Development
Home Modifications Service
Peer Advocate Volunteer Training
Peer Advocacy & Mentoring
Self-Advocacy Training (ADA & Legislative)
REAP COMPONENTS
Counseling (one-on-one)
Spouse and Family Support
Independent Living Skills Instruction (ILS)
Employer Awareness
Social and Recreational Program
Support Groups
Program Outcomes:
Anticipated Outcomes by %
30-35%
JTPA Program - OCS, Inc. - RAPPORT, Inc
10%
Vocational Rehabilitation
15-20%
Community Volunteerism (Work Experience)
15-25%
Network of Corporate Employers & Other employment options
5-10%
Continuing Education
15-20%
Independent Living/ Transitioning
Notes:
1. ILRS (DES/RSA) refers consumers to ABIL for ILS, support groups & vocrec
2. Voc Rehab refers consumers for ILS & peer counseling
3. Hospital Rehab Units - this would permit early intervention. Several contacts have been made
4. ABIL Support Groups include women's, young adults, spinal cord injuries, diabetes, post-polio and peer mentors/advocacy
5. Private Corporations - Establishing this network will provide peer volunteers and a solid base of ongoing program support

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Chairman OWENS. Thank you.

Mr. Griffith, would you like to comment on the last remarks of Miss Cronin?

Mr. GRIFFITH. Well, I would agree. I think that the programs, particularly in Title VII of the Act, are woefully underfunded, and have been since its inception. As a State director and as a member of CSAVR, we strongly support increasing funding in Title VII to a level that would address the needs that are being discussed here.

There's no question that it's essential that persons, especially with severe disabilities, receive a holistic approach and that we be able to link our services to provider networks in the community, independent living centers and others, to get some of the peer counseling and other services that are essential.

Added to that, we need to strengthen the ability of our own counselor to recognize and to work in the holistic area, to look at the impact of disabilities and recognize the need to plug into these other resources as well.

Chairman OWENS. Would you care to address the comments of Mr. Gutierrez and Miss Bennalley in terms of insensitivity, or even prejudice, towards certain ethnic groups? Do you agree that this is a problem? What kinds of things, in a State with such a diverse population, has your agency undertaken to take that into consideration?

Mr. GRIFFITH. Well, obviously that would be unacceptable to me if, in fact, that happened, and I suspect there are times when we're not sensitive to cultural and ethnic issues. That's something you can always improve on and work on.

I think some of the things we're doing—as I said, our State staff conference this year is a 3-day conference to address specifically the cultural diversity of the State and the rehabilitation issues that affect minority groups. Two years ago we had our conference in Flagstaff and we addressed the American Indian rehabilitation issues. We have a person who is designated to work with the 20 or 21 tribes in the State. We have agreements with the Navajo Nation, with the White River Apache Tribe, and with the Tohono O'dham Tribe in the southern part of the State. We have worked in the past with the Japapia Apache Tribe and also with the Gila River Indian Tribe. So we've had an ongoing and extensive effort to try to address the needs of the American Indian population in the State, and we currently sit on the Intertribal Council to try to facilitate their access to the section 130 programs and to develop interests in accessing those programs as well as the State rehabilitation agency.

We have also just recently entered into an agreement, as I mentioned, with the University of Arizona for increasing counselor education and training. We're trying to bring the university out into the community to begin to work with our staff, and we are very conscious of the need to bring in minority staff to be trained in the professional aspects of delivering rehabilitation services. That was a factor in the overall selection of individuals to participate in the program.

I think the States could do a lot more. I think the State personnel division, which in this State is the focal point for all of our recruitment and retention, could do a much better job of getting out

into the community and letting it be known with the various groups, such as the Urban League and other organizations that represent minority groups, about vocational rehabilitation as a profession and about other professions that are available in State government.

I know we have gone on campus at the University of Arizona and at ASU on career days specifically for the purpose of recruiting and letting people know about the availability of rehabilitation as a profession. There's lots more we can do and we will continue to try to provide ongoing training that sensitizes people. we will continue to do recruitment of bilingual staff and minority staff to serve our special populations.

Chairman OWENS. How big is your staff now?

Mr. GRIFFITH. It's so hard to keep track any more, but I think we're right at about 140 counselors total.

Chairman OWENS. About how many are bilingual?

Mr. GRIFFITH. I honestly don't know, but I would certainly be happy to provide that information to the subcommittee.

Chairman OWENS. About how many Native Americans?

Mr. GRIFFITH. Again, I didn't bring the figures specifically on the number or percentage, but I know we employ a number of bilingual staff throughout the State, and I certainly would be happy to provide that figure to the subcommittee in writing.

Chairman OWENS. Are you familiar with a program in your neighboring State of New Mexico which provides for the training of interns and technicians who are not professionals but can go on to become professionals?

Mr. GRIFFITH. I'm not totally familiar with that. I think that's part of an overall section 130 activity going on with the various——

Chairman OWENS. No, this is not part of the section 130 program. It's the State agency.

Mr. GRIFFITH. No, I'm not.

Chairman OWENS. You're not familiar with that?

Mr. GRIFFITH. No, I'm not familiar with that.

Chairman OWENS. What kind of outreach to the Navajos do you have? You mentioned you do have an outreach program.

Mr. GRIFFITH. Actually, we've been involved with the Navajo tribe for probably 16, 17 years. We started with them in terms of establishing grants to assist them in starting up vocational rehabilitation services, and then, when section 130 dollars became available, they spun off and established their own separate rehabilitation program.

The tribe is very large. I think it's 175,000-plus individuals. So it's a large enough tribe to warrant its own vocational rehabilitation program. For many years we continued to provide them management information systems. They linked to the State agency and we did all of the processing of the case service reports and all of their management information. They continue to be part of our management team and are invited to participate in our regular management team meetings and so on.

We have a liaison, as I said, out of Flagstaff, our manager in that area, who works extensively with the tribe and is available for

technical assistance, and has also been used by the regional office to go in and assist in providing technical assistance.

When we had the supported employment grant, we also worked extensively with the tribe to bring the concepts of supported employment and the changes that they entailed to the Navajo Tribe as well. But essentially, they operate as a separate rehabilitation program. We have a reciprocal agreement that anyone in the State who is Navajo and wishes to be served in one or the other can make that choice. We don't restrict their access to either program. They're allowed to choose which of the programs they wish to participate in.

Chairman OWENS. In Miss Cronin's written testimony she has the following statement concerning the consumer population served in Arizona: "In broad terms, Arizona's temperate climate attracts a higher proportion of individuals with disabilities; while our State ranks 29th in overall population, we rank 17th in population of persons with disabilities. Further, 8,000 Arizonans become disabled every year. Regarding our specific service area, there are 188,000 adults with disabilities in Maricopa County, including an estimated 12,000 wheelchair users."

These are 1980 U.S. Census figures for the overall State, and 1989 figures from Maricopa County. Is this a trend, or do you feel Arizona has some special problem in terms of an expanding population of people with disabilities?

Mr. GRIFFITH. I'm not up on those specific figures, but I think that is an accurate depiction of the general trend. I believe we see many more students, for example, that come out here because of the climate to attend the universities, and I think the climate is a major factor for people with disabilities to gravitate to the State. In addition, it's a State that attracts elderly individuals because of its climate and retirement communities and so on, and you see a greater degree of disabilities among those individuals and populations as well. So I would say that that's an accurate depiction of the trend in the State; that we are seeing an influx disproportionate to our population.

Chairman OWENS. Has your budget grown at the State level over the last few years?

Mr. GRIFFITH. No, it has not. In fact, I believe we've lost a little ground in terms of the direct State-appropriated dollars. However, we have gone out—as I indicated in my formal report—and entered into agreements with a variety of agencies throughout the State to transfer funds that we are using to pick up the difference between what we can get through the State appropriation process and what we need to fully match our available Federal dollars. But we're looking this upcoming year at better than five million Federal dollars that are yet unmatched in the State of Arizona.

Chairman OWENS. So you're not matching all the Federal funds that you have?

Mr. GRIFFITH. This is the first year that we're looking at a potentially serious problem. We're doing everything we can do from the grassroots level to generate revenue from—We've got funds coming from schools, from the State Industrial Commission, from the Developmentally Disabled Program, from the State Behavioral Health System. We are transferring moneys from our State-operated work-

shop using production income there to legally match Federal dollars. We're doing a variety of things to make sure that we don't ever revert the Federal dollars allocated to the State. But it is creating a very complex situation and putting us further and further out on what we would term to be soft money as opposed to those dollars which are directly appropriated through the State legislature.

Chairman OWENS. Ms. Cronin, do you feel Arizona is a consumer-friendly State with respect to services to people with disabilities?

Ms. CRONIN. I feel that certain segments of the State are more committed to individuals with disabilities than others. Even within Maricopa County, there are certain cities within the county that are more committed to everything from architectural compliance to providing interpreters at meetings like this.

I think, in general, Arizona has got a long way to go, but with the Americans with Disabilities Act that just passed, we are taking really progressive steps in the State. We are one of the only States that has a Governor's office on Americans with Disabilities. We also have a House bill and Senate bill that have gone through now that will ensure that the ADA will be enforced at the local level.

It's got a long way to go. I mean, I think every State has a long way to go. But in general, I think we are making very progressive steps in Arizona.

Chairman OWENS. You opened your statement by saying that since the establishment of the Vocational Rehabilitation Act, the percentage of people with disabilities being employed has not increased. What would you recommend we do that we're not doing to make certain it is increased?

Ms. CRONIN. I think one of the most critical parts is that there were moneys granted under the Vocational Rehabilitation Act of 1973 to establish independent living centers. ILC's basically deal with people at the grassroots level. Many times we see individuals long before they are really at the point of being vocationally readied. We deal with the person through those stages.

One of the things that we see over and over again is that we have to deliver our programs on a very piecemeal basis. We simply do not have the amount of funding that flows through to us to provide programs, like training peer advocate volunteers. That's really cost effective when you get down to it. It helps us to provide really high quality, individualized services to individuals with disabilities, and it's on a volunteer basis. Who better to have as a peer advocate than a person who has already gone through the maze; who has already gone through all of the problems of redirecting their own life and can therefore ease and speed your own journey. It's a real cost-effective system.

This year, I've got to tell you—and you're going to laugh, but it's true—I've been through "grant season from hell" in the last couple of months. I've gone through the process of getting the moneys that are necessary from private foundations and from block grants and a number of other sources just to be able to support this very basic program, because enough moneys are not flowing to us to be able to support this program on an ongoing basis.

Things like the peer advocacy, things like a full range of community integration programs—On the back of my testimony there is

an illustration—it's the very last page of this. I go through some of the community integration programs that we feel are necessary and that we provide. But again, we provide them as we have funding to provide them. They are things like the peer advocate volunteer training, counseling—whether that be peer counseling or professional counseling—this can be on a one-to-one basis or with the family. The family unit cannot be left out of this, because it is the family unit that, as a whole, deals with this entire life redirection process. So we have spouse and family support in there as part of the community integration program as well.

Socialization programs and recreation programs, being able to redirect the person's life in this way, whether it be the provision of a home modification program. We've held a contract with the City of Phoenix since 1987 in doing home modifications. We've completed over 300 in that city and we've found that about 84 percent of all modifications to increase accessibility are less than $750. This basically is getting a person in and out their front door, and they're not going to be employment-ready until those kind of real basic things happen.

But again, having the moneys to be able to provide this—We've been able to hold this contract with the city of Phoenix. At times we're funded for 2 years and not funded for a year, and it kind of goes in cycles. In those years when we're not funded, people who need accessibility in their homes are just left in the breach.

There are other parts of the community integration programs that we simply just don't have the money to provide on a continual basis, so it's been piecemeal. This is the first year that we've been able to bring together, through private moneys, all of the funding that is necessary to provide a holistic program, and that includes the peer advocates and community integration programs.

It includes training in the Americans with Disabilities Act and other legislative training so that a person knows their rights, so that they can get out and advocate for themselves and in the community at large. It also means being able to develop employment options which we just have not ever had as a piece of this entire program.

The employment options call, for instance, for developing a network of large corporate employers, where we go in and exchange our accessibility expertise insofar as workplace redesign and job accommodations, in exchange for ongoing funding for the program, in exchange for some worksite and workplace readjustment training, and employment for individuals in the program. But it's going to take this kind of approach before we can bring this unemployment rate down. It simply can no longer be delivered in a piecemeal fashion.

Chairman OWENS. Thank you.

Mr. Pastor.

Mr. PASTOR. Just a question for each one.

Going to page 5, Mr. Griffith, you talk about one of the principles is "statutory provisions which provide for effective and meaningful involvement of consumers with disabilities in all critical areas of rehabilitation service delivery and in the rehabilitation process."

How do we accomplish that principle in Arizona?

Mr. GRIFFITH. Well, there's one provision in Title VII of the Act which does require an advisory council for independent living services. I think that the council and most State directors feel that it really should be expanded and there should be some type of legal requirement that there be an advisory committee our council established for all programs under the Act, for those administered through the State and Federal partnership. That's one way.

We are now beginning a system in Arizona where we're doing face-to-face interviews. Instead of doing the typical followup with individuals in writing, which has a very poor rate of return, we're beginning to contact individuals and sit down face to face and find out what their concerns and issues are with the Public Rehabilitation Program: were you served well, were you not; if you were not, what were the issues, what are your recommendations, and so on. We want to expand that greatly and get away from the routine mail follow-ups and get into an ongoing dialogue with the individuals who are served in the program.

So I think we need it at both levels. We need it in dialogue with the individuals we serve, and we need some type of requirement or provision that a State maintain some type of advisory body that will advise on the program in its entirety.

Mr. PASTOR. Miss Cronin, do you think you have, in that advisory panel, enough representation in terms of people that have disabilities or people who are advocates of such programs? Do you think they are well represented in that, and if they're not, what would you recommend?

Ms. CRONIN. I would recommend that we have greater representation. I would recommend that with the representation that is given, the advice be listened to seriously and implemented. I find that too many times we have advisory boards where the messages are passed over too lightly. I would like to be real clear that we do not want to indicate that we're going to beat vocational rehabilitation over the head and say that it's a terrible program. We encounter issues and problems all the time with individuals that we deal with, who are having specific problems with vocational rehabilitation counselors or whatever. We generally try to advocate for the individual and get around some of those problems.

I think what does need to happen is that there be a greater amount of training and awareness—as the two prior speakers, John and Betty, talked about—some staff development, some training needs to be done. I would very much advocate for that. But insofar as being well represented, I think we need to have greater representation for people with disabilities on these different panels and that the advice does need to be followed. That's where I see the main problem.

Mr. PASTOR. I will make a request of you, Mr. Griffith. If you could make available to my office and to the subcommittee, the names of those people who are on that advisory group, and possibly what group they represent or who they are advocates for, I would appreciate it, just to get a feeling of what's——

Mr. GRIFFITH. Certainly.

Mr. PASTOR. The other question is for Miss Cronin. Funding is always a problem, which CBO's well understand. I think it's Title VII that allows the independent living centers to get funded. How

are you being funded now and what recommendations would you give us? If you wanted to make some changes, what changes would you recommend?

Ms. CRONIN. In terms of funding of our center, yes, we do have some moneys coming through Title VII, and those are establishment moneys. Many of the dollars are spent on simply being able to keep the staff in place. That allow us to provide some real core services and keep our facilities up-to-date and do the renovations necessary to be completely accessible and those kinds of things.

The problems we have constantly is going out and getting the funding that is necessary to keep core pieces of services in place. We have Title XX moneys for RIS, Rehabilitation Instruction Services and for counseling. We always run short. Every year it's the same thing; we run short of these moneys.

Our consumer base has grown so rapidly that—in this past year it's grown by 42 percent, and the year before that it grew by 51 percent. Our staff is certainly not increasing at that rate, and our funding base increased by 8 percent. So what we find over and again is that we're constantly having to go and look for different sources, and in the meantime there are gaps in services. We have Title XX, we have Title VII, Part B. We go after block grants, as necessary, and as we're able to procure them. There are problems in some of the different cities with the block grants and not being clear in their own terminology. For instance, in one of the cities here, in going after a home modifications project for CDBG moneys, they simply are not clear in their own terminology. They've had some moneys available but have not used those moneys for the last several years.

Now, in the meantime, our consumers and other consumers with disabilities in that community simply are not being served. So we run into this a lot, and there still is a lot of enlightenment that needs to happen insofar as what the real issues for individuals with disabilities really are.

Mr. PASTOR. Thank you.

I want to thank both panel members for coming this morning.

Chairman OWENS. Thank you very much.

Our next two panelists are Mr. Ray Parks, Phoenix, and Dr. Shirin Antia, Director, Special Education Programs, University of Arizona, Tuscon, Arizona. Please be seated.

As I stated to the previous panelists, your written testimony will be entered in its entirety in the record.

We will begin with Mr. Ray Parks.

STATEMENTS OF RAY S. PARKS, JR. CHAIRMAN OF D.E.A.F, DEAF NETWORK; AND SHIRIN D. ANTIA, ASSOCIATE PROFESSOR, UNIVERSITY OF ARIZONA, DIRECTOR, TEACHER EDUCATION PROGRAM IN DEAFNESS, UNIVERSITY OF ARIZONA

[The following statement was intepreted by sign language:]

Mr. PARKS. I'm going to talk in sign language to you, and this interpreter is going to speak for me. If you have any questions afterwards, you may ask me and the interpreter will interpret them and I will sign her and she will voice me, okay?

Thank you very much for giving me this opportunity to speak about this very important subject: Deaf Culture in the School Curriculum. I am Ray S. Parks, Jr. I have 30 years' experience as a teacher, an administrator, and a consultant for the deaf community. I am now the Chairperson of D.E.A.F, Deaf Network, which focuses on training the deaf community on political procedures.

For many years deaf culture has been such an issue that we in the deaf community have been trying to pursue not only for the inclusion in school curriculum but also for the total education of deaf students from day one through the end of their high school years. Unfortunately, we have not succeeded in achieving such goals and objectives.

What we are seeing now is the sporadic offering of deaf culture as a course and, even worse, much less incidence of deaf culture and bicultural/bilingual patterns in deaf education as a part of deaf students' formal learning and continued awareness. The full spectrum of education supposedly taught at schools for the deaf, and even more true at many mainstreaming programs in the United States, is highly lacking and it is what we have been striving to achieve.

The field of education of the deaf has undergone significant changes over the years. However, those changes have never contributed to significant improvement in education of the deaf for several reasons. First, the true language of the deaf, called American Sign Language, ASL, has been long suppressed, for it has always been considered inferior to English by school administrators, regularly comprised of hearing educators who, more often than not, are insensitive to the needs of the inclusion of deaf culture in the school curriculum.

Second, deaf culture, until as recently as 1982, has been thought to be insignificant and noncontributory to the growth of deaf students' education. Even then it was only offered as an elective course, mostly as a token course.

Third, even though it has been agreed that ASL is a true language of its own, people other than deaf people themselves continue to pursue other sign systems, such as cued speech, signed exact English, signed English, and other sign systems. These systems have been thought to be a vehicle of teaching and improving deaf children's English. Actually, they do not contribute in any way to the improvement of writing and reading abilities of deaf children, for they are only the graphical representation of English and, therefore, not a true language. English, as we know, was developed based solely on appropriate aural reception and expression, whereas ASL is a visual and culturally-appropriate language for the deaf.

School administrators must now understand that deaf students' low achievement levels are not results of learning deficits inherently associated with deafness, but of problems in the communication practices of the students' teachers, not of their own faults but faults of their schools' communication policies.

It might be interesting to you that school policies developed at different schools for the deaf have actually been interfering with deaf children's language development because of their requirements, one of which stipulates that ASL not be allowed to be utilized in classrooms and that teachers use simultaneous methods—

that is, signing and speaking at the same time. School policies are highly discriminatory against deaf children and their own deaf culture; also, current communication practices in the education of deaf children deny these children access to content.

For many years, it has been apparent that physicians, researchers and school bureaucrats see deaf people differently than the deaf see themselves. The following model will help to illustrate these opposing views.

The pathological view is: number one, we have an inability to hear and that is tragic; two, deafness is a disability; three, language is delayed; four, deafness is a communication handicap. The end product is "needs treatment."

The cultural view is: number one, fulfillment is possible through the eyes; two, deaf is normal, it's all right; number three, language development can be normal through ASL; and number four, deaf can communicate. The end product is "deafness is a way of life."

The traditional approach tends to fix the deaf child through amplification, speech training, and artificial methods of language learning.

The bilingual/bicultural approach allows us to look at the deaf child from a cultural point of view. Deaf culture recognizes American Sign Language, ASL, as the natural way of language acquisition, and that strength in this first language helps deaf children to learn English as a second language and written language. Studies have pointed out that deaf children with early exposure to ASL tend to fare better in mastering English skills. Another merit for the bilingual/bicultural approach is that the child understands the world and himself better and feels good about himself. In other words, the child can live life to the fullest in both his deaf world and his hearing world.

Even with results from various reliable research pointing towards the success of the teaching of deaf students through deaf culture, bilingualism and biculturalism, we continue to see high levels of resistance to the acceptance of those new approaches. School administrators, again largely comprised of hearing educators, have been hesitant in moving toward the full spectrum of deaf culture in the school curriculum. Instead, they seem to cherish the myths which have been undermining deaf culture. Here are a few examples of debilitating myths:

First, English is not important; second, speech and listening skills have no place in the bicultural/bilingual approach; third, the deaf community will take deaf children away from their parents; four, hearing people no longer have a role in the education of deaf children; and ASL will hinder and delay the development of English competency.

I want to say again that all of these myths have been the opposite of what deaf people feel and what we believe. English is very important as a part of our education.

The circumstances of deaf people are similar to other minority groups such as women, African-American people, Indian people, and Hispanic people. All of these minority groups have been oppressed by the dominant majority and continue to struggle in dominant-subordinate relationships. Many parallels can be seen between these groups and deaf people, who have been and continue

to be oppressed by a hearing-dominant majority. School bureaucrats are mostly of a hearing-dominant majority.

It is imperative that reevaluation of every aspect of the educational system for deaf children occur. This reevaluation must be based on a clear respect for deaf culture and ASL, as well as realistic expectations of skills necessary to live the best possible life as a deaf person within a hearing-dominant society.

I will personally send you a copy of a newly released book by Dr. Harlan Lane called "The Mask of Benevolence—Disabling the Deaf Community."

I do appreciate your time that you've given me to listen to this testimony. I hope it will provide you with a better understanding of why we are pleading for the mandatory inclusion of deaf culture and ASL in the school curriculum and that all communication policies currently implemented by schools for the deaf be mandated for complete revisions to satisfy the U.S. Constitution as well as the civil rights of deaf people.

Thank you.

[The prepared statement of Ray S. Parks, Jr. follows:]

To: Hon. Major R. Owens, Chairperson
Hon. Ed Pastor
Members of Committee on Education and Labor

Fm: Ray S. Parks, Jr.
Re: Focus on Issues Regarding
Rehabilitation and Education:
Deaf Culture in School Curriculum

I wish to thank you very much for this opportunity to communicate with you on this very subject: Deaf Culture in School Curriculum. For many years it has been such an issue that we in the Deaf Community have been trying to pursue not only for the inclusion in school curriculum but also for the total education of Deaf students from Day One through the end of their high school years. Unfortunately, we have not succeeded in achieving such goals/objectives.

What we are seeing now is the sporadic offering of Deaf Culture as a course and, even worse, much less incidence of Deaf Culture and Bi-cultural/Bi-lingual Education as part of Deaf students' formal learning patterns and continual awareness of their own deafness. The full spectrum of education supposedly taught at schools for the deaf and even more true at many mainstreaming programs in the United States is highly lacking and it is what we have been striving to achieve.

The field of education of the deaf has undergone significant changes over the years; however, those changes have never contributed to significant improvement in education of the deaf for several reasons. First, the true language of the Deaf, called American Sign Language (ASL), has been long suppressed, for it has always been considered inferior to English by school administrators, regularly comprised of hearing educators often than not insensitive to the need of the inclusion of Deaf Culture in the school curriculum. Second, Deaf Culture, until as recently as 1982, has been thought to be insignificant and non-contributory to the growth of Deaf students' education. Even then it was only offered as an elective course, mostly as a token course. Third, even though it has been agreed that ASL is a true language of its own, people, that is other than deaf people themselves, continue to pursue other sign systems such as Cued Speech, Signed Exact English, Signed English and other sign systems. These systems have been thought to be a vehicle of teaching and improving Deaf Children's English. Actually, they do not contribute in any way to the improvement of writing and reading abilities of Deaf children, for they are only the graphical representation of English and, therefore, not a true language. English,

as we know, was developed based solely on appropriate aural reception and expression, whereas ASL is a visual and culturally- appropriate language for the deaf. I rightfully state this here: ASL and English language enjoy their own linguistic sophistication: each has its own ability to adapt to different situations without undergoing any depreciation in their beauty, flexibility and complexity.

School administrators must now understand that deaf students' low achievement levels are not results of learning deficits inherently associated with deafness but of problems in the communication practices of the students' teachers, though not of their own faults, but faults of their schools' communication policies. It might be interesting to you that school policies developed at different schools for the deaf have actually been interferring with Deaf children's language development because of their requirements, one of which stipulate that ASL not be allowed to be utilized in classrooms and that teachers use simultaneous method, that is, signing and speaking at the same time. School policies are highly discriminatory against Deaf children and their own Deaf Culture and also current communication practices in the education of deaf children deny these children access to content.

For many years, it has been apparent that physicians, researchers and school bureaucrats see deaf people differently than the deaf see themselves! The following model helps illustrate these opposite views.

Pathological View:	Cultural View:
1. Inability to hear is tragic.	1. Fulfillment is possible thru eyes.
2. Deafness is a disability.	2. Deaf is normal.
3. Language is delayed.	3. Language Development can be normal thru ASL.
4. Deafness is a com- muication handicap.	4. Deaf can communicate.
End Product: NEEDS TREATMENT	End Product: A WAY OF LIFE

The concept of Bi-cultural/Bi-lingual approach to education of the Deaf challenges the way deaf children have been traditionally (or pathologically) viewed. The old view uses hearing children as the norm. The new thinking is that deaf children are normal children who are different. This idea plus bilingualism and biculturalism are part of Deaf Culture that is increasingly but painfully slowly, prevalent. The traiditonal approach attempts to "fix" the deaf child through amplification,

speech training, and artifical methods of language learning.

The bilingual/bicultural approach allows us to look at the deaf child from a cultural point of view. This approach recognizes American Sign Language (ASL) as the natural way of language acquisition, and that strength in this first language helps deaf children learn English as a second langauge. Studies have pointed out that deaf children with early exposure to ASL tend to fare better in mastering English skills. Another merit for the bilingual/bicultural approach is that the child understands the world and himself better, and feels good about himself. In other words, the child can live life to the fullest in both his deaf world and the hearing world.

Even with results from various reliable research pointing towards the success of the teaching of Deaf students through Deaf Culture, bilingualism and biculturalism, we continue to see high levels of resistance to the acceptance of those new approaches. There are only three schools for the deaf in the United States, namely, the Learning Center in Framington, MA, the Indiana School for the Deaf in Indianapolis, IN and the California School for the Deaf in Fremont, CA, that are pursuing the full program in bilingual/bicultural educational approach. School administrators, again, largely comprised of hearing educators, have been hesistant in moving toward the full spectrum of Deaf Culture in the school curriculm. Instead, they seem to cherish myths which have been undermining Deaf Culture. Here are a few examples of delibitating myths:

a. English is not important.
b. Speech and listening skills have no place in the bicultural/bilingual approach.
c. Deaf Community will take Deaf children from their parents.
d. Hearing people no longer have a role in the education of Deaf Children.
e. ASL will hinder and delay the development of English Competency.

Deaf children as well as deaf and hearing professionals have been victimized by teacher training programs and government practice which have perpetuated a pathological view of deaf people. However, recent focus on sign language research has raised a greater consciousness about the language and cultural of deaf people as well as the role of American Sign Language in a bilingual approach to educating deaf children. This, in turn, has influenced the traditional view of the education of deaf children. A growing perspective is emerging which

signifies a need to shift educational practices to a culturally-appropriate model which is Deaf-centered. I would like to see an increase of momentum in shifting the attention toward the bicultural/bilingual approach.

The circumstances of Deaf people are similar to other minority groups such as women, African-American people, Indian people, and Hispanic people. All of these minority groups have been oppressed by the dominant "majority" and continue to struggle in dominant-subordinate relatioships. Many parallels can be seen between these groups and Deaf people, who have been and continue to be oppressed by a hearing dominant majority. School bureaucrats are mostly of a hearing dominant majority.

School administrators must also understand that the following premises are evident through years of observations and scrutiny:

a. ASL provides for normal language development and is the most effective language for making information and ideas fully accessible to deaf children.

b. Deaf children should be competent in both ASL and English (reading and writing).

c. Education of Deaf children has never really had a clearly defined mission or set of goals.

d. The present systems found at schools for the deaf are not preparing deaf children to live in the best possible way as a deaf person.

e. Education of Deaf children needs to let go of the pathological perspective of deaf children and adopt a cultural perspective. Discriminatory practices as exemplified in school communication policies must be done away with.

f. Schools have yet to provide an environment that is not "disabling" to deaf children.

g. Deaf children are entitled to access to information, knowledge, ideas... to promote the development of LITERACY in its broadest context.

It is imperative that re-evaluation of every aspect of the educational system for deaf children occur. This re-evaluation must be based on a clear respect for Deaf Culture and ASL as well as realistic expectations of skills necessary to live the best possible life as a Deaf person within a hearing-dominant society.

I do appreciate your time given to listening to this testimony. I hope it will provide you with a better understanding of why we are pleading for the mandatory inclusion of Deaf Culture and ASL in the school curriculum and that all communication policies currently implemented by schools for the deaf be mandated for complete revisions to satisfy the U.S. Constitution as well as Civil Rights of Deaf people.

Thank you.

Chairman OWENS. That was "The Mask of Benevolence?"

Mr. PARKS. Yes, sir, meaning that a hearing person has a "mask" to be nice to deaf people. It's a pathological and paternalistic approach.

Chairman OWENS. Thank you.

Dr. Antia.

Dr. ANTIA. My name is Shirin Antia. I am an associate professor at the University of Arizona and I'm the Director of the Teacher Education Program in Deafness at the University of Arizona. I am also a member of several organizations interested in teacher education in the area of deafness, including the Council of Education of the Deaf, of which I am a board member, a group that consists of representatives of four organizations in deafness looking at teacher education.

I just wanted to give you some idea of our programs in deafness at the University of Arizona before I go into depth about the teacher education program, and then the issues that I think most teacher educators face across the country.

We have three graduate programs in deafness in our Department of Special Education and Rehabilitation: the teacher education program, the rehabilitation counseling program, and a sign language studies program. We also have undergraduate programs in deaf studies and we offer ASL as a foreign language to all students at the university.

Our students in all three graduate programs take a common core of courses, which includes ASL and courses in education and rehabilitation of the deaf, introductory grounding courses. Then, in addition, the students in the teacher preparation area will take courses in elementary education, in language development and intervention, speech, audiology and other courses that are required for certification in the State of Arizona, and also certification by the Council on Education of the Deaf.

Ours is a 2-year graduate program. We have approximately 20 students just in the area of teacher preparation. But to give you some idea of the scope of our programs in deafness, we have an additional 20 students in the rehabilitation counseling for the deaf program, approximately 15 students specializing in sign language studies, and about 400 students taking ASL as a foreign language or for their own professional development.

In the area of deafness, all together we have three full-time tenured track faculty. We have three faculty that are not tenured track but are also full time. They are funded by the University out of various and different funds. They are year-to-year employees, which means that they do not go up for tenure. Then we have two part-time faculty who are funded from Federal grant moneys. So we have approximately eight faculty in the area of deafness, three of whom specifically have a major area of teaching in the teacher preparation course.

We are probably one of the largest faculties in the area of deafness outside of Gallaudet University and probably at Cal State University of Northridge. This has just come about in the last 5 years, where we've been able to convince our administration, both college and university, that we can expand our programs and offer a large

variety of programs at the University of Arizona within the field of deafness.

The major strengths of our program as I see it is, of course, that we have so many faculty who are interested in deafness and who have different strengths, so our students have access to a number of different faculty with different knowledge bases. They can take ASL courses; they can take courses in sign language studies and deaf culture; they can take courses in speech and hearing, and we have a number of people, of course, who specialize in various aspects of education of the deaf.

What are some of the issues that face us and other programs around the country? I think the biggest issue for all of us that we keep facing and keep discussing is how do we train individuals to be good teachers within the length of time that we have. Our program is one of the most intensive and one of the longest in the country. We usually require our students to come for 2 years and two summers, so four semesters and actually four summer sessions. We feel that at the end of that they are simply scratching the surface of the competencies that they need.

One suggestion that has been made, and that we are working on right now to solve, is to say that teachers should specialize in different areas. We have a specialty in the area of multiply-handicapped deaf, a specialty in the area of ASL/ESL, American Sign Language and English as a Second Language teaching, a specialty in the area of dealing with infants and young children and so on. That appeals to us. But one of the problems that we find is when our students go out in the field, they don't have to face only the one issue. They deal with a number of different children, all of whom have different needs. Then they sometimes are at a loss because they may be so narrowly specialized. So we do feel like we have to provide them with some broad base.

The other thing that we've been trying to pursue, though not very successfully—and to be frank, our plates are full and very hard—is to try and find some way of providing in-service training which says to schools, "When you get our teachers they are novices; we've done what we can in the beginning, but we have to be able to provide some in-depth, in-service training." This should not consist of a single course. You don't just come to the university and take a reading course or an additional course in ASL to be able to apply that to your classroom. You have to have some form of in-depth, ongoing, in-service education when the teachers are out in the field.

Some schools are very good about doing this. Other schools do not have the capability of doing this. Somehow the schools and the universities need to get together and work out something like that.

Another one of our major issues is how to attract and maintain well-qualified students. The list of qualifications that we want from our students keeps getting longer and longer. Our ability to get these students sometimes is not so good. We've been doing reasonably well because we have worked very hard to get the money to fund students through their entire 2 years in the program. But I must admit that we spend 30 to 40 percent of our time writing Federal grants, lobbying the university and other places to get funds for our students, because this is a very expensive program. You

need a number of faculty to run the program. But we're not a large program at the university—I mean in terms of what the university looks at. We're a highly specialized program. We offer highly specialized courses to a few students. The university looks at our courses and says you have only 10 or 12 students per course; how can we continue to provide you with the level of support that we are providing? Our answer to that, of course, is to run out and get Federal money, and we write a lot of Federal grants. They've been very helpful. We could never have developed our program to the point that it is without that Federal money.

We need incentives for deaf, minority and nontraditional students who are going to go back and teach in rural areas. One of the things that has worked very well is in the last 2 years the State of Arizona has provided a loan forgiveness program. They provide $5,000 a year for five students in the area of deafness, five students in the area of blindness, if they will take our program and then work in the State of Arizona in places where there is the most need.

Well, we get students from around the country—about 50 percent come from Arizona and 50 percent come from other States. This year is the first year in which students in the program are graduating, I have them saying to me, "Well, I'm not going to go to Texas. I probably will accept the offer in Tubac because I have this loan that will be forgiven if I work in Arizona." Tubac, therefore, is getting a teacher which they would not have gotten before because our students get many attractive offers from all over the country. So that program seems to be working really well, both in allowing us to provide funds for students whom we want to attract, and also in getting these students then to stay in Arizona and work in areas where they're really needed.

Then our final concern, of course, is ongoing faculty support. I think I've already mentioned that a lot of our support comes from soft money. Five of our eight faculty in the area of deafness are supported from soft money, and every year we wonder whether they're going to be able to stay with us. The loss of these faculty would totally devastate all our programs. Our sign language program would be down to one instructor, which would be barely enough to provide instruction to the program in teacher preparation and the rehabilitation counseling program. We would have to cut out everything else.

In our teacher preparation program, we could no longer do the kind of supervision of practicum, or even provide the practicum that we are providing right now. Again, I just don't think that teacher preparation is a matter of offering courses. If students are not working with deaf students in the field every day, it doesn't matter what we do in the way of courses. They just cannot apply the information. Those kinds of things would really be affected.

We fund our faculty through Federal grants and every 2 or 3 years we worry about whether we're going to be able to continue our program. So, some more stable funding would really help us. One possible way would be in knowing that the Federal grant money is coming early in the year. It's May and I don't know if we're going to be funded for next year. That would be one major thing.

Longer cycles for Federal grants would also help. I don't know how much hope we have at this point of getting the university to fund us more because we're in the middle of a major budget-cutting process. When they're cutting 11 percent out of our budget, it's hardly the time for me to go and say I need another faculty member. I'm bound to be refused.

Anyway, those are some of our major issues. They not only affect us, but are issues that most teacher education programs face in the United States.

Thank you. I really appreciate being asked to talk here today.

[The prepared statement of Shirin D. Antia follows:]

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May 5, 1992

Mr. Chairman and members of the subcommittee:

My name is Dr. Shirin Antia; I am an associate professor at the University of Arizona, College of Education, Department of Special Education and Rehabilitation and director of the program to prepare teachers of deaf and hard of hearing students. I am also a member of the Association of College Educators-Hearing Impaired, an organization that consists of faculty in teacher education programs in the U.S. and Canada, and am also on the Board of the Council on Education of the Deaf (CED), an organization that sets professional standards for programs preparing teachers of deaf and hard of hearing students.

I have been asked to provide a short description of our teacher preparation program at the University of Arizona and to address issues of concern to teacher preparation programs in general.

Programs in Deafness at the University of Arizona

The University of Arizona has three graduate programs in deafness in the Department of Special Education and Rehabilitation. These three programs are 1) The Program to prepare teachers of deaf/hard-of hearing students 2) The Program in Rehabilitation Counseling of the Deaf 3) The Program in Sign Language Studies. In addition we have an undergraduate program in Deaf studies and provide instruction in American Sign Language to meet the foreign language requirement of undergraduates throughout the University.

Teacher Preparation Program requirements

Students in the three graduate programs take college and department core courses and also a core of courses in the area of deafness viz. American Sign Language, and Education and Rehabilitation of the Deaf. In addition to these courses, students in the teacher preparation program take courses specific to teaching deaf and hard of hearing children (language development and intervention, speech development and intervention, audiology and aural habilitation). Students who do not have an elementary education degree also take courses in elementary education. All students obtain extensive practicum experiences with deaf/hard-of-hearing children for three semesters. In addition each student chooses one of four specialization areas: literacy; early childhood education; education of multiply handicapped children; and bilingual education. They take two courses in their specialization area and also complete at least one practicum in this area. The program usually takes two years to complete. Upon graduation students have a master's degree, certification in hearing handicapped from the State of Arizona, and certification from the Council on Education of the Deaf.

1

Number of students

Currently we have 20 students enrolled in the teacher preparation program. Eight students will graduate in 1992. Over 90% of our graduates obtain positions teaching deaf/hard of hearing students upon graduation. Those few who do not are usually students who cannot move out of Tucson because of family and other commitments.

Number of faculty

The faculty in the teacher preparation program includes one full-time tenured faculty person (myself), and two part-time non-tenure track faculty funded through personnel preparation grants through the Office of Special Education and Rehabilitation, U.S. Department of Education. We also have one full-time, tenure track faculty member who directs the Rehabilitation Counseling program, and one full-time tenure track faculty member who directs the Sign Language Studies program. Additionally three non-tenure track faculty teach courses in American Sign Language (ASL) to graduate students in the education and rehabilitation programs and to the approximately 400 undergraduate students a year, who take ASL to meet their foreign language requirement. Altogether we have eight full-time and part-time faculty who teach courses related to deafness. We are one of the largest concentrations of faculty interested in the area of deafness in the country.

Program strengths

I have tried to give you a general outline of the program but I would like to take some time to describe our particular strengths. Our major strength is in the number of our faculty and the breadth and depth of faculty interests. Few programs around the country can offer the variety of courses in deafness that we provide. The students in the teacher preparation program can take courses in rehabilitation and sign language studies to enrich their knowledge of deaf/hard-of hearing persons, their culture and their language. Another strength of our program is the variety and quality of practicum sites available to us. These sites include the Arizona State Schools for Deaf and Blind, and public school programs in the Tucson and Phoenix areas. A final area of strength is the close integration of course work with extensive, and closely supervised, classroom teaching and lab practica. The practica are taken concurrently with methods classes; our goal is to ensure that students can transfer theory acquired in courses to classroom practice.

Issues facing teacher preparation programs

Length of time to prepare teachers

For most of us the major issue is how to best provide a high quality program with limited time and resources. After two years most students are just beginning to acquire the competencies that they need

on the job; yet our program is one of the most intensive in the country. Our students need competencies in the teaching of subject matter and classroom management; they need to become fluent in sign language; they need to master the intricacies of developing signed, aural, and oral communication skills in their deaf and hard of hearing students; they need to develop specific interpersonal skills to work with other professionals and with parents.

One solution to this problem is to develop specializations within the field of teaching deaf children. The Council on Education of the Deaf has different competencies for teachers of preschool, elementary, and high school students. Further specializations have been suggested, for e.g. that teachers of hard-of-hearing children develop expertise only in teaching aural/oral communication skills and teachers of deaf children develop expertise only in teaching signed communication skills. A problem to be faced by teachers with a very narrow specialization is that children don't come in neat categories. They have multiple needs and they may have different needs at different times in their lives. The child who learns ASL as a first language may need to learn English as second language after entering school. A hard of hearing child who learns oral English as a first language may need to learn ASL or Signed English to use an interpreter when s/he enters high school. The needs of minority deaf children differ from the needs of multiply handicapped deaf children. The needs of children in rural areas may differ from the needs of children in urban areas. Teachers must have a sufficiently broad background to meet the needs of these children. A possible solution to the problem is to provide incentives to schools to allow teachers to take a sabbatical to upgrade their skills, or to provide Universities with funds to provide comprehensive inservice training to teachers of deaf children. I stress the word comprehensive because inservice training that consists of one or two lectures, or even a single course is not likely to provide teachers with the additional skills or to change teacher practices.

Attracting and maintaining well-qualified students

Another problem faced by teacher education programs in deafness is attracting and maintaining well qualified students. Most programs require applicants to have good academic records, knowledge of sign language, backgrounds in regular education and experience with children. Our experience tells us that these are the kind of people who are most likely to succeed in teacher education programs and also to stay in the field. As you can see this is quite a long list of requirements. In order to attract students we need to be able to provide adequate financial aid. At the University of Arizona we have been fortunate to be able to provide some financial aid ($4,000 - $6,000 a

year) from state and federal funds to most of our students. However due to the increasing costs of tuition, books, transportation etc. most students work between 10 and 20 hours a week to make ends meet. When you consider that most graduate students in teacher preparation programs take three or four courses a semester and spend several days a week in the classroom for their practicum, you can see that they may not have as much time as necessary to get the most from the program.

Deaf, Minority and non-traditional students

Three categories of students need our special attention. These are deaf students, minority students and non-traditional students i.e. those who return to the University after raising a family or after having worked in para-professional positions in the field. These students need not only need financial aid but may also need interpreting and tutoring services. Unfortunately budget cutting measures at Universities may affect these and other support services that students need to succeed in the program.

Incentives to students to teach in rural areas

A major concern in Arizona, New Mexico and other South western states is serving deaf/hard of hearing children in rural areas. Many school districts cannot provide programs for deaf/hard of hearing children, not because they do not want to, or because they do not have sufficient children to fill a program, but because they have difficulty attracting qualified teachers. The state of Arizona has taken an enlightened view and has funded a loan forgiveness program that provides loans to students in the teacher education program in deafness. Payment of the loan is forgiven if students work with deaf/hard of hearing children in Arizona for one or two years. These loans have enabled us to attract students from rural areas who are likely to go back and teach in these areas, and will also provide incentives for students to remain in Arizona upon graduation, rather than accept teaching positions in other States. Several of our students have informed me that because they accepted the loans they are actively searching for positions within Arizona and turning down positions in Texas and other States. This should make it easier for rural districts in Arizona to attract the qualified teachers that they need. Such loan forgiveness programs at the federal level may assist in allowing programs to attract qualified students and to provide them with incentives to take teaching positions where they are most needed.

Faculty and program support

Another concern of teacher education programs across the country is faculty and program support. Preparing teachers of deaf and hard of hearing children is expensive. The numbers of students in these programs are small compared to other special education areas (for e.g. learning disabilities), but the courses required are extensive and

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highly specialized. Programs have to constantly justify to University administrators, courses that are required for these students to graduate, but that have low enrollment. Faculty student ratios are low, but faculty loadr are heavy because of the number of courses to be taught, and the amount of practicum supervision that must be done. Most programs depend on federal as well as University support to offer a quality program. Unfortunately federal grants are provided for only three or four years at a time. This can result in considerable faculty turnover, because faculty supported by federal grants must leave at the end of the grant period and new grants are not always announced in a time for them to keep their positions. Longer cycles for federal grants and earlier grant announcements would help considerably in this regard as would additional support for low incidence teacher preparation programs by Federal and State Governments and Universities.

To conclude the major issues in the field are 1) providing the high quality of pre-service training needed by teachers of the deaf within a limited time and with limited resources 2) attracting and maintaining well qualified students particularly deaf, minority and non-traditional students, 3) providing incentives for graduates to teach in rural areas and 4) providing sufficient university, federal and state support to programs who train teachers of deaf and hard-of hearing children.

Chairman OWENS. Thank you.

Is there basic agreement between you and Mr. Parks?

Dr. ANTIA. I think the issues in deaf education are very complex. I need to take a slight tack and say I'm from India. I have lived in the United States half my life, so I can offer a little perspective on what I'm seeing in the field. I don't think there's any other country in the world where people are seen so much as people. I know that we have problems in this area. So whereas I may not agree with every deaf person who comes my way and tells me what should go on in the field of deaf education, what I really respect is their ability to do that and the sort of the support in the community that allows them to do that. The ability of deaf people to fight for themselves I think is very important.

I sometimes feel a little upset at being called a hearing educator who has no sensitivity. I'm not sure that that's always true. I'm sure it has been true at some point. I mean, I've had to grow up with the entire deaf education community. We've all changed over the 20 years that I've been in the field, and I've changed, too. I'm not so sure I'm sympathetic towards mandating what goes into curriculums. I would rather see that grow out of community consensus. What I'm seeing in the field right now—and I think there is community consensus—is that ASL needs a central place in education of deaf children. We don't have a consensus as to how we're going to do that. I mean, there are practical problems in the way. But I'm sure that over time we will solve them, just as we have solved a lot of others. The field is very different from when I came in 20 years ago. There are a lot of things that we have solved and a number of problems that we haven't solved.

So I can't say I agree with everything, but I agree with the general sentiment.

Chairman OWENS. You offer ASL as a foreign language. Do foreign students actually take it?

Dr. ANTIA. Yes, and we could offer it to 800 students if we had the resources to do that.

Chairman OWENS. That's certainly supportive, I think, of Mr. Parks' point of view.

Dr. ANTIA. Probably. And it would help us immensely if we had more ASL speakers. Then deaf people would be less isolated, just like any other minority language person is less isolated. So yes, we could expand our program considerably.

Chairman OWENS. I take it your students have no trouble finding placement?

Dr. ANTIA. No. When our teachers have finished, we've never had a problem placing them, unless they just absolutely will not be able to move—You know, if they want a particular position in Tucson and will not accept anything else.

Chairman OWENS. Mr. Parks, would you care to comment? Are you familiar with the wonderful things that are going on at the university?

Mr. PARKS. Yes, I agree with what she stated, but I would like to state a few additional things.

The book, "Mask of Benevolence," criticizes instructors, educators of the program. The emphasis is on teaching the pathological viewpoint of deafness, not so much on the deaf culture, but it fo-

cuses only on the psychological ideas of deafness. It is all the psychological viewpoint of deafness and that's basically all.

Secondly, the focus is on the aural, the ear education. Like the idea of using hearing aids and things. I see no value in the use of hearing aids. There are so many deaf people who have stated that they feel the exact same way. So there are a lot of changes that need to be made; a lot of revisions in the teaching profession, the teaching program.

In the teacher-training programs, there are not enough deaf instructors. We really need to see more of an increase in the number of deaf instructors. It's really tough for me to get that job, not to be discriminated against. At ASTB and in the Phoenix State School for the Deaf, there are no deaf administrators. In many schools for the deaf, they're in the mainstream program but there are very, very few deaf administrators. So although there are many qualified deaf people out there, it is not open to us.

That's basically all I wanted to say.

Chairman OWENS. What do you do for a living, Mr. Parks?

Mr. PARKS. I'm a teacher at Phoenix State School for the Deaf, in the field of drama, theater.

Chairman OWENS. Thank you.

Congressman Pastor.

Mr. PASTOR. One thing I learned at one of the recent hearings is the teacher training of blind/deaf teachers, and because of the difficulties of the two disabilities, the signage is very different. Do you do any signage for blind/deaf children?

Dr. ANTIA. We don't have a program specifically for deaf/blind. We do have a program for the severely multiply-handicapped children and children who are sensory impaired—that is, deaf and/or blind—and who have additional handicaps. I don't do a lot of work in that program, but we have a number of students in that program.

Mr. PASTOR. One of the interests that I have is in-service training for teachers. One of the barriers, at least that I've been told about, is that you don't have enough colleges or universities that have departments that can offer in-service training for teachers already out in the field. One of the concepts that I have, at least in my mind, is the creation of regional training centers, so that if the University of Arizona were to become a regional center and had the expertise to provide teacher training, that then it would serve, say, a region of the southwestern United States where we could probably utilize our resources a little better.

I don't think that's in place now and I would like to hear your comments, as to whether it would be worthwhile to pursue that idea.

Dr. ANTIA. I'm not sure exactly—I know there's been a model, for example, of regional training, of interpreter training, at one time when the University of Arizona had a grant for interpreter training. It was a regional grant and our people went out into the entire western region and provided training to interpreters and would-be interpreters, and trainers of interpreters. I think that would be one model that would be worth looking at.

I guess my main concern about in-service training is what I see right now in many places, not all. Schools will require teachers to

take x-number of university courses. While I think that's better than nothing, I think that we need to do something more in-depth. I know from my own experience that simply talking to students about how to teach reading or how to teach writing, or how to work with a particular population of children, doesn't mean that they're capable of doing that within their own classrooms; that they need a lot of guidance in that. So I think the same holds for in-service training. There needs to be some kind of cooperation, and probably a formal cooperation, between universities and schools so that university personnel can go into the schools and work with teachers and master teachers who sometimes know much more than we do about actually working with individual kids to make sure that teachers continue learning in their profession, that we continue improving our skills all the time that we're in the schools.

If a regional center would help fund that effort or provide that in an ongoing way, I think that would be a good idea.

Mr. PASTOR. I not only see the university going out into the community, but I also see some of the teachers coming back. One of the things that has been brought to my attention is that if you have a school that provides opportunities to blind and deaf children, and you bring the teacher to the university and then use the population to increase their training and make them more effective, that's a component that has to be in place. I thought that because the University of Arizona is located so close to the Arizona school, it would provide an opportunity for a teacher to come to the university and receive training and then go back into the school district and be able to provide equal opportunities to the children that need the educational opportunities.

Dr. ANTIA. Yes. I think we're very well placed to do that, and we have close ties with all the educational programs in our area and the Phoenix area.

Mr. PASTOR. And you mentioned that there are other schools, like the California School at Northridge. I'm assuming there are schools throughout the United States that could serve as regional centers——

Dr. ANTIA. Yes, there are.

Mr. PASTOR. [continuing] and be able to provide in-service training for—I think Mr. Parks even agrees with me, that there's a need for continual training. And as we expose more people to these opportunities, then maybe the discrimination that they face will be lessened and mitigated.

Mr. PARKS. Yes.

Dr. ANTIA. Yeah.

Mr. PASTOR. Thank you.

Thank you, Mr. Chairman.

Chairman OWENS. Thank you. I want to thank both of our witnesses and all of the previous witnesses today. This has been a very enlightening hearing. As we travel to all parts of the country, we find unique points of view and get a chance to meet unique and very fascinating people who are making a great contribution in this area. Thank you all very much.

Yes, Mr. Pastor.

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Mr. PASTOR. I understand there are some people in the audience who would like to make a statement for the record. If you would like, we will open the mike and allow them to make a statement.

The only thing we ask—because at 12:30 we're going to have to leave—is that you limit your remarks to several minutes, and if you have something that's written and would like to provide it to the subcommittee, we would be happy to make it a part of the record. So if you would like to come up, please state your name and address in case we need to contact you later. Two to three minutes would be very appropriate.

STATEMENT OF THOMAS JOHNSON

Mr. JOHNSON. I'm very new at this and I apologize. As a matter of fact, I was told about this hearing last night. I have a written statement prepared which hopefully won't be too long. My name is Tom Johnson.

Mr. Chairman, Congressman Pastor, and ladies and gentlemen, I'm a member of the National Federation of the Blind of Phoenix, representing them, and also, by definition, a member of the National Federation of the Blind of Arizona. This is my statement.

The typical blind adult in America today receives the bulk of his or her proper training from the State agency designated to provide rehabilitation services in the State where he or she resides under the Federal/State rehabilitation programs established and largely funded by the U.S. Congress. Quality rehabilitation programs in the various States are vital to the lives and success of blind adults who need and qualify for such services.

It is our contention that many of this Nation's designated State agencies which administer the Federal/State vocational rehabilitation program for blind adults—including the Services for the Blind and Visually Impaired, SBVI, under the Department of Economic Security, DES here in Arizona—are ineffective and are not able to provide the proper training which is so critical for the average blind adult to achieve true integration into society. It is all too true that the lack of proper training causes irreparable harm to blind adults who are in need of and qualify for good rehabilitation services.

Great numbers of blind persons are being hurt every day since current Federal rehabilitation law prevents them from seeking out and taking advantage of good services which may exist in States other than where a client presently resides. In working with the National Federation of the Blind, the U.S. Congress is considering legislation to correct this shortcoming in the Federal rehabilitation law by providing a client's right of choice section in the Vocational Rehabilitation Act. We urge you, members of the subcommittee, to support legislation to this effect, recently introduced by Congressman Jefferson of Louisiana—if my memory is correct. Any amendments or additions to present law should take into account and ensure that the agencies for the blind provide needed training, tools and equipment prior to and, if necessary, up through the time of the individual client's employment.

Members of the subcommittee, ladies and gentlemen, I thank you very much for your time.

[The prepared statement of Mr. Tom Johnson follows:]

STATEMENT OF MR. THOMAS JOHNSON, NATIONAL FEDERATION OF THE BLIND OF PHOENIX

Mr. Chairman, Congressman Pastor, ladies and gentlemen:

I am Tom Johnson, here today speaking on behalf of the National Federation of the Blind of Phoenix being a part therefore, consequently speaking as a member of the National Federation of the Blind of Arizona.

The typical blind adult in America today receives the bulk of his or her PROPER TRAINING from the State agency designated to provide rehabilitation services in the State where he, or she, resides under the Federal/State rehabilitation programs established and largely funded by the United States Congress.

Quality rehabilitation programs in the various States are vital to the lives and success of blind adults who need and qualify for such services.

It is our contention that many of this Nation's State agencies which administer the Federal/State vocational rehabilitation programs for blind adults, and including Arizona's known known as Services for the Blind and Visually Impaired (SBVI) of the Department of Economic Security (DES), are ineffective and are not able to provide the PROPER training which is so critical for the average blind adult to achieve true integration into society. It is all too true that the lack of PROPER TRAINING causes irreparable harm to blind adults who are in need of, and qualify for, good rehabilitation services.

Great numbers of blind persons are being hurt every day since current Federal rehabilitation law prevents *them* from seeking out and taking advantage of good services which may exist in States other than where a client presently resides.

In working with the National Federation of the Blind, the U.S. Congress is considering legislation to correct the shortcomings in the Federal rehabilitation law by providing a client's "Right of choice" section in the Vocational Rehabilitation Act.

We urge you, Mr. Chairman and Congressman Pastor, to support legislation to this effect recently introduced by Congressman Jefferson of Louisiana, if my memory is correct.

Any amendments or motions to the present law should ensure that State agencies for the blind provide needed training, tools and equipment prior to and, where necessary, up to the time of the individual client's employment.

Mr. Chairman, Congressman Pastor, ladies and gentlemen, I thank you very much for your time and attention.

Mr. PASTOR. Thank you.

Chairman OWENS. Give us your name again.

Mr. JOHNSON. Tom Johnson.

Chairman OWENS. Thank you, Mr. Johnson.

Mr. JOHNSON. To whom would I give my address, if necessary?

Chairman OWENS. Yes, your address, please.

Mr. JOHNSON. It's 8631 East Valley Vista Drive, Scottsdale; 85259 is the ZIP.

Chairman OWENS. Thank you.

The next person is Miss Donna Nolan. The rest of you, once you have given your name, may take a seat and we'll call you. Miss Nolan.

STATEMENT OF DONNA NOLAN

Ms. NOLAN. Thank you very much.

I did have a prepared brief statement that I was going to make today, and during the proceedings here I changed my mind. I wanted to just very briefly point out, because I feel it's most important, some of the areas in relationship to deafness that have been brought forward today. It relates to the minority issues and educational issues as well.

You have seen two people, the witness and myself, who are deaf and two people who are very different in our deafness. They don't know that culture. I think it's important that you be aware, Mr. Chairman, that 78 percent of the deaf population in this country became deaf as teenagers or as adults. In addressing these educational needs, this population must be taken into consideration. We have been pioneers here in the State of Arizona, and we have a young man down at the University of Arizona who has been able to take advantage of what we call real-time interpreting, because he doesn't know sign language. He has been deaf since age 14.

I think we really need to look at this uniqueness. I think that curricula and this in-service training they are speaking of should begin to address people who are deaf-bound as opposed to culturally deaf. I thought this morning as they were testifying about a man who contacted me about 7 months ago, or contacted the National Focus newspaper, for assistance. He's Navajo and became deaf in Vietnam. He does not know sign language and has no means to know it. He was discriminated against in the court system and in his daily life. It is very important that we begin to address this in addition to just the culturally deaf, which is most certainly important, but that we begin to include it.

About 5 years ago I read about myself. I read a book and it talked about a newly discovered population on the national level. This is very much a part of our agenda to begin to educate. I think it needs to really be in the record here and that we recognize the uniqueness and the differences in deafness.

In southern Arizona I heard from a place down there, many children down there, that are deaf and getting absolutely no education at all. There are totally no tools available to them. We always go back to money. The peer support and mentoring that's going on, there are many things going on. But we need to take a look at the whole wide picture here and include the entire population of deafness and learn about our uniqueness.

Thank you very much. It was a pleasure to have the opportunity to stand here, and it's really encouraging to see you come to Arizona, because a lot of people cannot get to Washington. I hope that you continue this process throughout our country.

Chairman OWENS. Thank you.

Miss Pat Brown.

STATEMENT OF PATRICIA BROWN

Ms. BROWN. Thank you. I am Patricia Brown. I'm the executive director of the ARC of Arizona. Our address is 5610 South Central in Phoenix. I am happy to be able to be here to provide some brief comments. I know that your time is limited and I do have copies of my written comments, so I would just like to highlight a few of the recommendations that the ARC has that particularly relate to reauthorization of the Rehabilitation Act.

We support the recommendations of the Consortium for Citizens with Disabilities and we would like to emphasize the need for additional, meaningful consumer input into planning of vocational rehabilitation programs. We support the recommendation that there be a required advisory group with a majority of consumers who do

provide input and advice into setting priorities and providing vocational rehabilitation services in each State.

We also support the recommendation, that I'm sure you've heard of elsewhere, regarding changing the eligibility process for vocational rehabilitation. Of course, these recommendations will not be helpful without some additional resources, as some of the other witnesses have indicated. There is a great need for more resources so that more people can benefit from this program. We support the recommendation that an individual be presumed eligible if they've already been determined to have a disability by another State or Federal disability-related organization. We believe we can save resources if we don't do extended reevaluations of those individuals but we presume them eligible.

We also urge that you help us with some transition issues and issues of coordination by finding individuals eligible if the special education IEP team recommends that they receive vocational rehabilitation services and makes a determination that they need those services in order to obtain or maintain employment because of their disability.

In addition, we would like to mention personal assistance services. I imagine you have heard or will hear about these services throughout the country. These services are important, not just to clients of vocational rehabilitation but, as I'm sure you have heard, they're important for all people with disabilities to have opportunities to fulfill the expectations of the Americans with Disabilities Act. For those dreams to come true and for them to be real for many people, they will need personal assistance services, such as help getting up in the morning and getting to all of the public accommodations, jobs, and other services that should be made accessible to them.

For people with mental retardation, it means that people are going to need some assistance with decision-making, with handling financial matters, and with some social skills that they need in order to make it on the job site as well. So we urge that those be included in individual written rehabilitation plans and we also urge your support for additional availability of those kinds of services.

Thank you very much. I will leave a copy of the comments.

[The prepared statement of Patricia Brown follows:]

arc

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MARGARET SAXTON SMITH
President

PATRICIA J. BROWN
Executive Director

HATTIE BABBITT
Honorary State Chairperson

COMMENTS ON REAUTHORIZATION OF THE REHABILITATION ACT

ARC members in Arizona welcome this opportunity to present comments regarding services under the Rehabilitation Act, which includes many programs vital to persons with mental retardation and other developmental disabilities. Approximately 40,000 people with mental retardation receive some services each year under the Act. However, many more could benefit from these services and are not able to get them. One issue is lack of resources, since funding allows services to less than ten per cent of the eligible population. ARC also urges attention to other key issues such as eligibility requirements, priorities, coordination of transitions between special education and vocational rehabilitation programs, increased consumer input, independent living services for persons with mental retardation, and personal assistance services. The following are some key recommendations:

Eligibility Issues

ARC members strongly recommend that the concept of "feasibility" no longer be used as a barrier to providing vocational rehabilitation services to individuals with mental retardation and other disabilities who want to work. We have learned from the experiences of our members that many individuals with disabilities exceed the expectations of professionals and have much greater potential to learn and perform jobs than anyone had predicted. We believe, with services such as supported employment and with current available technology, that it should be assumed that any person who applies for vocational rehabilitation services can become employed if provided appropriate services and supports. We believe this is an appropriate approach to protect the due process rights of persons with disabilities and will provide opportunities that will be good public policy because they encourage greater economic self-sufficiency.

We also strongly urge that persons who have been determined to be disabled by other state or federal disability-related programs should be presumed to have a disability that makes them eligible for vocational rehabilitation services. Additional evaluations would unnecessarily delay services and waste scarce resources. We also urge that special education students be presumed eligible if their IEP team determines that they need VR services to begin or maintain employment. This would help improve transition planning and prevent students from falling through cracks, as they too often do now.

arc
Association for Retarded Citizens

Personal Assistance Services

Many individuals with mental retardation or other disabilities need personal assistance services to become employed and actually enjoy the opportunities guaranteed by the Americans with Disabilities Act. Necessary personal assistance services should be included in Individual Written Rehabilitation Plans.

ARC members strongly support the personal assistance services definition and concept paper developed and endorsed by the members of the Consortium for Citizens with Disabilities. Many more persons with mental retardation could fulfill their dreams of having and keeping jobs if they could obtain the services they need to handle finances, acquire interpersonal skills necessary on the job, and make decisions.

Consumer Input

ARC members urge strong consumer involvement in developing state policies, plans and priorities for vocational rehabilitation programs. A consumer-controlled advisory group should be required and have meaningful oversight of the state's program.

Individuals should have real choices in deciding and using services and supports. There should be authority to conduct demonstrations such as the use of vouchers so that people with disabilities can assure that they receive the individualized services they need.

We appreciate this opportunity to provide comments regarding the vital services that can be provided under the Rehabilitation Act. We look forward to working with a broad coalition of people with disabilities, advocates and other concerned persons to increase and improve these services and allow opportunities for more individuals to participate fully, contribute and reach their potential.

Submitted by

Patricia J. Brown
Executive Director

May 11, 1992

The Arc
(formerly the Association for Retarded Citizens of the United States)
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REHABILITATION ACT REAUTHORIZATION
FACT SHEET

Background

The Rehabilitation Act of 1973, as amended, contains a number of programs and provisions which are vital to people with mental retardation. These include the $1.8 billion Vocational Rehabilitation State Grant program, the Supported Employment State Grant program (Title VI C) and Supported Employment Projects (Title III), Independent Living State Grant and Centers (Title VII), the National Institute on Disability and Rehabilitation Research, the National Council on Disability, training programs, and Section 504 antidiscrimination provisions. Nearly 40,000 individuals with mental retardation are served by the Vocational Rehabilitation State Grant program annually, constituting about 12 percent of the vocational rehabilitation caseload.

The Rehabilitation Act was last seriously scrutinized by the Congress in 1986, when Supported Employment was added to the Act. The Act is currently operating under a one year simple extension which expires on September 30, 1992. The disability community in general has grown more and more disenchanted and frustrated with the Vocational Rehabilitation State Grant program. Many advocates for persons with mental retardation share this frustration. The most common complaint is the woeful lack of resources available to state vocational rehabilitation agencies to fund services to eligible individuals. Less than 10 percent are now served.

Another overarching concern shared by many groups is the antiquated approach to eligibility and services within the Rehabilitation Act. Outdated concepts such as feasibility of employability do much to stifle access to vocational rehabilitation services for many individuals with disabilities. Many persons with mental retardation simply opt to not even apply for vocational rehabilitation services, knowing that the state vocational rehabilitation agency isn't likely to find them eligible, despite their desire and ability, with support and training, to enter the work force. Far too many have been denied eligibility because, according to rehabilitation counselors, they might not be employable after the receipt of vocational rehabilitity services.

Neither the House nor the Senate has yet to introduce legislation to reauthorize the Rehabilitation Act. Efforts are now underway to do so, with bills likely to be introduced in the spring. The House has held a series of hearings on the Act while the Senate will hold its hearing(s) after its bill is introduced. Committee and floor action is expected to be completed prior to the August recess, with a final bill being sent to the White House probably in September.

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The Arc Recommendation

The Arc urge Members of Congress to support legislation to reauthorize and modernize the Rehabilitation Act. Working with a large number of disability provider, professional, advocacy, and consumer groups, The Arc is recommending numerous changes to the law, with emphasis on making its programs more accessible to people who seek to become productive members of our society. Key issues to be considered to improve the Act include:

- stronger consumer input in shaping state policies, making choices in services and prioritizing service availability;
- loosening eligibility requirements in general, yet tightening the priority for services for those with the most severe disabilities through better definition and prioritization;
- updating the Supported Employment program based on the practical experiences of the past half decade and significantly expanding Supported Employment resources;
- strengthening due process procedures;
- creating stronger linkages between special education and vocational rehabilitation to maximize transition from school to work;
- fostering new approaches such as the use of assistive technology, personal assistance services and voucher systems; and
- enhancing eligibility for independent living services for persons with mental retardation through aggressive outreach efforts and tailoring services to address their needs;
- increasing authorization levels for all programs.

Relevant Committees

House Education and Labor Committee
Subcommittee on Select Education
Senate Labor and Human Resources Committee
Subcommittee on Disability Policy

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PERSONAL ASSISTANCE SERVICES FACT SHEET

Background

Throughout the disability community, there has been extensive discussion and activity regarding the need to establish programs to provide personal assistance services for those people who are unable to perform various activities of typical daily living without assistance. The focus has been on the enactment of the Americans with Disabilities Act for people with disabilities and the further need to ensure that rights protected by the law can truly be exercised by people who have limitations in functioning. A frequently noted example is the person who now has protection against discrimination in employment or in public accommodations, such as restaurants or theaters, but who is unable to get out of bed or dressed to get to that job or setting without assistance. Similar examples could be cited for people with mental retardation who need assistance in maintaining optimal independence for such things as handling financial affairs, decision-making, participation in community activities, or acquiring social skills or behaviors for successful employment or social interaction.

In early 1991, the Consortium for Citizens with Disabilities (CCD), including The Arc, established a personal assistance task force and embarked on a process to thoroughly review a draft bill prepared by the World Institute on Disability. Analysis and recommendations have focused on numerous areas, including services, eligibility, quality assurance, systems design, training, and due process. A first draft of a comprehensive personal assistance concept paper was given wide grassroots distribution and the resulting comments are now being compiled and incorporated.

The personal assistance services concept would call for establishment of a program of personal assistance for people of all ages who have one or more functional limitations. Services would be designed to promote the individual's ability to live independently and to assure quality of service. The proposal would make available a wide range of service options based on an individual's needs and desires and would address the needs of people with physical, mental, cognitive, or sensory disabilities. For people with mental retardation, services could meet needs for assistance in areas such as meal planning and preparation; household maintenance; money management; planning and decision making; communication; and participation in social, community, or other activities which promote independence, productivity, or integration into the community. Services would be flexible and based on an individual plan and the system would emphasize and maximize consumer control. Quality assurance mechanisms would involve the individual (or family or representative, as appropriate) in defining and determining criteria by which to judge the quality of services provided.

(over)

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Quality assurance mechanisms would also include training for consumers and families, as well as providers, and a due process system for handling complaints and resolving grievances.

The final proposal developed by the disability community will be shared with Members of Congress to identify support and leadership for a comprehensive "flagship" bill. Many issues remain to be resolved, such as whether the services should be structured in an entitlement program or structured in a program which requires annual federal appropriations. The resolution of some of these outstanding issues will determine other critical factors, such as committees of jurisdiction in the House and Senate.

In addition to the efforts to develop a "flagship" bill, CCD has worked with various Members of Congress to ensure that, wherever possible and appropriate, incremental steps toward personal assistance coverage are taken in pending pieces of legislation. This has included work to include personal assistance provisions in the reauthorization of the Higher Education Act, the tax reform package, and the reauthorization of the Rehabilitation Act of 1973.

The Senate Labor and Human Resources Committee held a hearing on personal assistance services in July 1991. The House Education and Labor Committee's Subcommittee on Select Education included a panel on personal assistance services in a hearing regarding the reauthorization of the Rehabilitation Act in February 1992.

The Arc Recommendation

The Arc urges Members of Congress to support and co-sponsor legislation, when it is introduced, to establish personal assistance services for people with a broad range of disabilities as a means of ensuring that the rights acknowledged by the passage of the Americans with Disabilities Act can become reality for people who need assistance. The Arc urges that Members also support any incremental steps in pending legislation that will help ensure the availability of personal assistance services.

Relevant Committees - Two or more of the following committees are likely to be the committees of jurisdiction for a comprehensive "flagship" bill. In addition, several of these committees have a role in one or more of the incremental legislative proposals (in parentheses).

Senate Finance Committee (tax reform)
Senate Labor and Human Resources Committee (higher education, rehabilitation)
House Ways and Means Committee (tax reform)
House Education and Labor Committee (higher education, rehabilitation)
House Energy and Commerce Committee

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Chairman OWENS. Thank you.
Cheri Meaders.

STATEMENT OF CHERI MEADERS

Ms. MEADERS. I am Cheri Meaders, 1011 East 11th Street, No. 236, Tempe, Arizona, 85821.

I am 40 years' old. I'm currently a full-time student at Arizona State University, and I am blind. I am also a client of the Vocational Rehabilitation SBVI.

Mr. Griffith, I sincerely appreciate your written statement, but I would like to sit down and spend a few hours with you and talk to you about the real world. Your agency, as it is organized and in place, is good in theory, but you are falling way short of your goals and objectives.

Margaret, when I listened to you this morning, I agree that SBVI needs to change some of the attitudes regarding the visually-impaired and blind and about our abilities and capabilities as intelligent human beings. I would like to see more visually-impaired and blind trainers, counselors and staffing within SBVI. We know what our problems are and we need to stop letting the sighted world decide what is best for us.

Thank you.
Mr. PASTOR. Thank you.
Chairman OWENS. Thank you.
Mr. Lawrence Huber.

STATEMENT OF LAWRENCE HUBER

Mr. HUBER. Yes, sir. Mr. Owens, Mr. Pastor, I'm Lawrence Huber, 1011 East 11th Street, Tempe, 85281.

I am a disabled veteran. Both my arms were severely damaged in the service. My concern in education and elsewhere has been that I don't look disabled. That has been a problem on the Federal, State and local level. People in wheelchairs, who have obvious signs of being disabled, are well taken care of in comparison to those of us who have no apparent disability. I have a difficult time opening doors. I can hardly pick myself up using my arms. They're very disabled.

I just would like to see a change in attitude of the Federal Government, the various committees, that there are people who are disabled who are not obviously disabled. Mr. Pastor, you wear glasses. Walk from a cold area to a hot area with humidity and you would have a hard time seeing. People with glasses are disabled. There's a lot of disabilities that are not addressed as disabilities. I just feel that perhaps we need to be more sensitive to those of us who have disabilities that are not very obvious and address those issues as well.

I'm an architecture student. I am taught regularly about wheelchair accessibility but very seldom on other things. I have to remind my instructors that there are other disabilities.

I appreciate this opportunity to speak. Thank you.
Mr. PASTOR. Thank you.
Chairman OWENS. Thank you.
Donna Redford and Denise Thompson together.

Ms. REDFORD. I'm going to let Denise talk first.

STATEMENT OF DENISE THOMPSON

Ms. THOMPSON. My name is Denise Thompson. I reside at 1102 West Gregory, Phoenix, Arizona, 85041. I'm a constituent of Congressman Pastor.

I would like to speak from a personal as well as a professional point of view. I have worked at the independent living center here in town for approximately 9½ years. Of course, I have a disability so I speak from that point of view as well.

I wanted to address the issue of funding briefly. Title VII, Part A money was mentioned briefly, and I would like to address some concerns that I have.

Right now that money is independent living funding. It is available only to independent living programs in this State as well as many other States only through vocational rehabilitation. It filters down through. It is my understanding that that was not exactly the intent of the Part A moneys to begin with, that each center in the State is allocated a certain amount of money, and yet we receive it only as we receive referrals from the general vocational rehabilitation program. That adds to the piecemeal fashion of providing services, which was addressed earlier.

In addition, there is a disparity in how the Part A moneys are distributed even within the State itself. That comes down through general vocational rehabilitation, which is available through a program known as independent living rehabilitation services, for individuals other than those who are blind, all other disabilities are lumped into that group. There is quite a large amount of discretion among counselors as to how that money can be utilized according to the goals of the individual. Equipment can be purchased, home modifications can be provided, et cetera. However, for individuals who are experiencing blindness or visual impairment, the independent living moneys are available only through services for the blind and it is available at a much lower rate. My understanding is that counselors can spend up to $100 per individual only, and that equipment cannot be purchased with that money. The money is very limited.

Individuals who are not involved in a vocational program and who are blind cannot apply for independent living money through the general VR program. They must approach that money through services for the blind.

So I have two recommendations along those lines. One, of course, is that there be equal distribution among persons with disabilities, that we not separate out that money and provide one for all disabilities and then another for blind people alone.

Secondly, my recommendation is that when we look at the reauthorization of the Rehabilitation Act, we take a look at how the Part A money is distributed. I would recommend that part of that money be available directly to independent living centers and programs, as it was intended to be. We're involved in a time when administrative costs, cutting costs, and making programs more effective, is the in way to go, and I certainly feel that avoiding some of the State bureaucracy and administrative costs would certainly

make that money more available and effectively used by persons with disabilities.

Just in closing, I would like to support what was indicated by Miss Meaders and the previous speaker. It is important that an effort be made to both seek out and train more individuals with disabilities to work as counselors. I'm not referring here now to just services for the blind or any others but I think it's time we stopped trying to separate disabilities and services and also provide more specific role models by seeking out and training persons with disabilities to be counselors themselves.

Thank you.

Mr. PASTOR. Thank you.

Chairman OWENS. Thank you.

Miss Redford.

STATEMENT OF DONNA REDFORD

Ms. REDFORD. Thank you. I'm Donna Redford. I live at 725 West Brown, No. 7, in Tempe, Arizona, 85281. I'm a more recent employee at ABIL, the independent living center. I am a person who has lived with disability since I was a teenager, one that's not often considered that. I have chronic psoriasis and I have arthritis. I have a disability that comes and goes. That sometimes visually is more of a problem to me when people look at me than maybe what I can do on the job, but sometimes it's not. When it's bad, it can be debilitating.

I was grateful to learn about the independent living movement. One of the things that is different about an independent living center is we do work with all kinds of disabilities. We tend to work with people who fall through the cracks in the other services.

I was appreciative of what Donna Nolan said, to remember that there are persons who are hearing-impaired and who get that impairment as an adult. They are working right now with a woman who has not been able to get her needs met through the services for persons with hearing impairment, because the culture that they're involved with, even the people themselves who are hearing-impaired, she cannot relate to that. She has been a hearing person and she is going through devastating grief right now. At some point this woman could potentially work again. She's educated, she has a master's degree, but she is facing deafness and has not been able, through the services that were theoretically there for her, to get her needs met. She got more of a "buck up, I've been deaf my whole life" kind of attitude. That attitude can be anywhere across the disability community. It's anywhere across any target group that's been hurt. We can do that to each other.

So one thing I have seen at ABIL is that I have got to meet many different people with many different disabilities and get into the wonder of it all really, how complicated it is. So I also recommend—When I read Mr. Griffith's recommendations, I think they are very good and we do work with VR counselors all the time. When he makes the statement that people with disabilities should be involved in all critical areas, I'm a little concerned with the "critical areas" because I'm not sure his definition of what would be a critical area in which to consult a disabled person would be

the same as mine, my coworkers, who are mostly disabled, or the consumers that I work with. So again, as someone said earlier, it can look good on paper, but if it's not really carried out, you cannot be providing the services that somebody needs.

Similarly, the goal of the Rehabilitation Act was set to help people be employed. Another thing that I see often at ABIL is there are various disincentives that are very complicated with moneys that come from other places besides the Rehabilitation Act that affect a person's ability to work. It may not be their intelligence; it may be a lack of money for the adaptive equipment that's now technologically available but nowhere to be found for this person, because working on a salary of anywhere from $15,000 to $35,000 a year, it may be difficult for them to acquire that equipment.

But also from the point that some people are going to have a disincentive if they need a personal care attendant. I work with people who can't afford to go to work. They would lose in the State of Arizona access, which is that health care system which helps provide them attendant care. So this person—I worked with a young woman who was 23. She had gotten help from VR to get her college degree, could work, was capable of working, but could not afford to get off of a minimum level of finances, because if she did, she would lose her attendant care. And the one thing she needed was an attendant, to get up every morning, to go to bed every night, and to go to the bathroom during the day. Other than that, she was quite independent. She had a motorized chair, she was very bright, and she's a good teacher.

For people like this, if there isn't a way to get them to work because of the current disincentives of the other places that aren't quite working right yet, then this person can be still a viable participant in our community. She has many gifts to offer. One of the limitations now is that—And we work very closely with the independent living services part of VR, but it's little. It's like the thumbnail on my hand compared to my whole hand of what VR services gets. That's because they have to aim their money to persons getting a job. But there are these people who could be contributing to the community if they also could get some of these same resources that are much too limited right now. And they could be giving back into the community many hours, which our President has said he wants to see many "points of light", but they need a little help with transportation, they need some equipment, they need some peer support to show them that they don't have to hide in their houses.

So I again would like—that's the emphasis that you probably heard before, about independent living. I'm just somebody in the trenches that meets people every day, that have many things to give, if they could get just a little bit of assistance to get out there. That's all that I have to say. Thank you for listening.

Mr. PASTOR. We have three people left, and we would like to hear from them—and we will. But I will ask you to be within about a 2-minute range because we're going to have to leave for the airport pretty quickly. So we will hear from the three remaining people, and if you could stay within 2 minutes, we would appreciate it.

Chairman OWENS. Lola Satoe.

STATEMENT OF LOLA SATOE

Ms. SATOE. My name is Lola Satoe. I live at 6809 East Coronado, Scottsdale, Arizona, 85257.

I want to address something that one of the gentlemen brought up, and that's the hidden disabilities. If you can't see it, then you don't think we have it, and we're still discriminated against when we go into public. I'm talking about adults with attention deficit disorders, I'm talking about adults with seizure disorders, or adults with closed head injuries. A lot of them need the social support and the moral support when they go back into society, but most of all, especially among the attention deficit disorder and the closed head injury, they need an extended period of teaching them socialization skills.

They could be successful, and many of us are. I can address that because I am a head injury survivor. If you give us the training, if you teach us again how to read the social clues, we can go back into society and we can be successful. But many times this is a program that vocational rehabilitation will not address. They will not attend to the social skills training area.

If somebody doesn't tell us that we're laughing instead of crying when we're supposed to, or we're not reading the other social clues that tell us it's time to shut up, it's time to back off an issue, we don't know until we're taught that all over. The same is true with attention deficit disorders. They need the same training and they're not getting it. They're not getting it in the public schools and they don't get it—and this is why so many people similar to myself are falling through the cracks. A lot of us could be very successful; a lot of us can return in taxes all that we might ever gain from vocational rehabilitation programs, or pre-vocation rehabilitation programs, if we're given the chance. So many times we're denied.

That's about all.

Mr. PASTOR. Thank you.

Chairman OWENS. Thank you.

Miss Laura Love.

STATEMENT OF LAURA LOVE

Ms. LOVE. Good afternoon. My name is Laura Love. I work with the Arizona Department of Education in the Special Education Section. My address is 1535 West Jefferson, Phoenix, Arizona, 85007. Mr. Chairman and members of the subcommittee, there are many times when I prefer to be brief, but today was not one.

Transition services is not new in Arizona. I am the Transition Specialist for the State of Arizona, and I focus on the transition of students with disabilities from school services into adult life. It is an area that has much political impact these days, as in 1990 when President Bush signed a law called the Individuals with Disabilities Education Act, which now mandates that by the time a special education student turns 16, the need for transition services must be in their IEP, their Individual Education Program, which means that

now schools all over the country are looking at ways to better prepare students with disabilities for life after high school.

One of the other mandates with this law is that, before a student with a disability leaves the school services, that the IEP also address what types of adult services that student will need in transition from school into the community. Many times that may be vocational rehabilitation.

One of the things that I would like to say is that, as you look at the reauthorization of the Rehabilitation Act, that education at this point is the only entity federally mandated to provide transition services for students with disabilities leaving school. With the Rehabilitation Services Administration addressing transition as a priority, however, it is not a Federal mandate. Education cannot do this alone. So I would urge you, as you look at the reauthorization, to ask that rehabilitation professionals now be mandated to work with transition age students before they leave the school setting, to start providing the appropriate transition services they need in conjunction with the school.

Thank you.

[The document supplied by Ms. Love follows:]

"School to Work" Transition Services for Students Receiving Special Education Services in Arizona

Prepared for

Congressman Ed Pastor
Mr. Ron Piceno, District Director
Ms. Alma Valenzuela, Office Manager

Subcommittee on Select Education
Legislative Hearing
Panel 2: Issue - Transition from School to Work

May 11, 1992

Compiled on May 6, 1992 by

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School to Work Transition Services for Students Receiving Special Education Services in Arizona

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NATIONAL SIGNIFICANCE OF TRANSITION SERVICES

Within the past decade, concern regarding the status of youth with disabilities once they leave school has placed the transition of youth in the forefront of issues paramount in the field of special education today. In 1984, Madeleine Will, then the Assistant Secretary of the Office of Special Education and Rehabilitation Services (OSERS) at the U.S. Department of Education, announced a new federal initiative called "transition." Will described transition in terms of the movement of youth with disabilities from school services to postschool employment opportunities: "The transition from school to working life is an outcome-oriented process encompassing a broad array of services and experience that lead to employment" (Figure 1). Halpern (1985) broadened the definition of transition to encompass not only employment, but all dimensions of adult adjustment and community involvement, including residential environment, social and interpersonal networks, and personal satisfaction (Figure 2).

Since the transition status of youth with disabilities was first called into question in the early 1980s, several postschool follow up studies were conducted, each detailing the grim status of youth with disabilities. The most recent widely publicized study of the postschool outcomes of youth with disabilities is the National Longitudinal Transition Study (Wagner, 1989). The National Longitudinal Transition Study (NLTS) collected data on more than 8,000 youth between the ages of 13 and 23 who were in special education programs in 1985-86. The NLTS suggests that after exiting secondary school programs many youth with disabilities experience difficulties finding employment or other productive activities. The study asserts that educators and service providers can assist youth in obtaining more positive postschool outcomes by helping each youth avoid failure in school, thereby increasing the likelihood that they finish school. According to Wagner, "Graduating from high school is associated with better transition outcomes for youth when they exit out of school."

Prior to the NLTS, several studies consistently documented that a disturbingly large portion of former special education students leave school without the skills necessary to work or live independently

TRANSITION MODELS

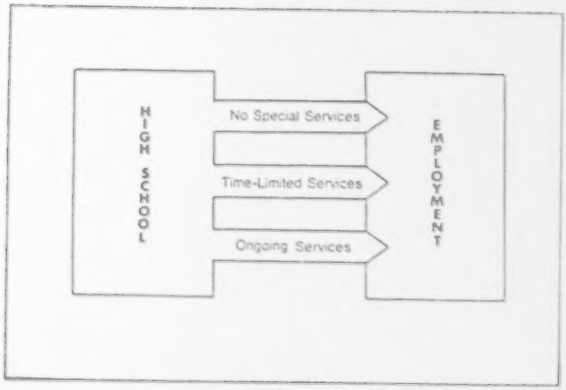

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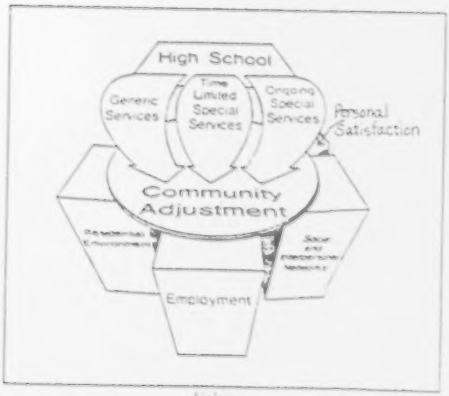
Figure 1



Halpern
Figure 2

in their communities (Edgar & Levine, 1986; Wehman, Kregel & Seyfarth, 1985; Fardig, Algozzine, Schwartz, Hensel & Westling, 1985; Mithaug, Horiuchi, & Fanning, 1985; Brodsky, 1983). One report in Virginia indicated that only 41 percent of former special education students were employed (Wehman et al., 1985). Dismal employment trends were also reported in other states including Colorado (Mithaug et al., 1985), Florida (Fardig et al., 1985), Massachusetts (Massachusetts Department of Education, 1982), Oregon (Brodsky, 1983), Vermont (Hasazi et al, 1985), and Washington (Edgar & Levine, 1986). These studies also reported on the inability of former students to access postschool services which might enhance their employment or independent living skills. Student follow-up studies also reveal that despite an emphasis in special education on equality, integration, and independence, large numbers of students leave public education and enter into segregated, dependent, non-productive lives. In addition, the vast majority of students with disabilities leave school only to join lengthy waiting lists for adult service programs.

In a report to the President and the Congress of the United States entitled, entitled The Education of Students with Disabilities: Where Do We Stand?, the National Council on Disability (September, 1989) concurred with results of postschool follow-up studies, finding that upon leaving school students with disabilities are not adequately prepared for employment, and are unable to access resources that enhance their participation in community life. Without employment, many individuals turn to community services (i.e. public assistance), with about eight percent of the Gross National Product being spent to provide such services. In Arizona many of the services necessary to assist adults with disabilities in the community are not available at graduation due to long waiting lists for vocational and residential programs. One purpose of interagency collaboration in transition planning is to identify the necessary services for students with disabilities prior to graduation and connect students with these services.

The Council also found that graduates with disabilities are more likely to be employed following school if comprehensive vocational training is a primary component of their high school program. Academic preparation continues to be the core of secondary programs for the majority of special education students in Arizona. As a result of the "Excellence in Education" movement, graduation requirements are increasing

in the mainstream curriculum, and consequently, more time each day is devoted to academic skills. Since the majority of special education students are mainstreamed, this trend forces many students to spend less time on career and vocational experiences (Edgar, 1987). Now is the time to focus on reforming education programming, particularly as it relates to the acquisition of functional academic, vocational, and independent living skills. Functional education and effective transition planning for high school students with disabilities can facilitate their success in adult life.

Parent participation during high school also facilitates the successful transition of students. However, the Council found that parents are not actively involved in the transition of their son or daughter from school to adult life. Business-school partnerships are also lacking in most secondary school programs. While relationships between schools and businesses are important, especially in secondary education, schools have not been involved actively in soliciting partnerships with the business community. If the school years are to be successful, educators, adult service providers, employers and families must all work together toward the development of optimally realistic transitions for all students with disabilities.

In response, the U.S. Department of Education (USDOE) has established a national priority for improving the transition from school to work and adult life for all individuals with disabilities. The **Individuals with Disabilities Education Act** (IDEA) delineates new requirements and opportunities in the area of transition. This amendment to PL 94-142 includes initiatives to (1) improve transition planning for individual students through modifications of the IEP process, and (2) to improve planning for program capacity to support the service needs that are identified in individual plans. Over the past few years the Arizona Department of Education has attempted to improve secondary transition outcomes through technical assistance, funding of model demonstration projects, and interagency collaboration. However, it appears that with Arizona having approximately 4,500 students with disabilities leaving school each year, our capacity to deliver effective programs and services needed to produce outcomes must be improved. A statewide systems change approach is needed to effect interagency collaboration for the purpose of identifying and addressing those services required for successful transition.

IDEA (P.L. 101-476) MANDATE FOR TRANSITION SERVICES

In October, 1990, President Bush signed into law the Education of the Handicapped Act Amendments of 1990, known as the *Individuals with Disabilities Education Act* (*IDEA*), PL 101-476. The following pages will acquaint the reader with the sections of *IDEA* and proposed regulations pertaining to transition services. Please note that at this time there only exists the Proposed Rules and Regulations for *IDEA*. The final Rules and Regulations will need to be consulted when they are available.

Also in October 1990, President Bush signed into law another legislative act which promotes the successful transition of students with disabilities from school to adult life: the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (PL 101-392). While PL 101-392 requires that local vocational program grant recipients (i.e., local school districts) provide assurances that eligible students with disabilities will be provided transition services, only the *IDEA* mandates that transition services will be included in the Individual Education Program (IEP) of all students receiving special education services by age 16.

The *IDEA* further requires that for students leaving school services, the IEP must identify the types of adult services, such as Vocational Rehabilitation, the students need in their transition from school to adult life. The *IDEA* regulations may also require that the IEP team include representatives from the identified adult service agencies, such as a Vocational Rehabilitation Counselor. These requirements will be difficult for local school districts to comply with as the appropriate adult service agencies, such as Rehabilitation Services Administration, are not under similar mandates to serve transition age students.

At present, the burden of providing transition services to transition-age students with disabilities lies soley on education. However, education alone cannot provide for the successful transition of students from school into the community without the commitment and involvement of the appropriate community

agencies. In other words, mandating one entity, namely education, with transition services will NOT be successful unless there is also mandated collaboration and participation of those agencies students with disabilities are transitioning into, such as Vocational Rehabilitation. Therefore, it is crucial that the reauthorization of the Rehabilitation Act include similar requirements which mandate rehabilitation professionals to provide services to students with disabilities in transition from school to adult life.

TRANSITION

Individuals with Disabilities Education Act
P.L. 101-476

Proposed Regulations August, 1991

Definition

"The term 'transition services' means a coordinated set of activities for a student, designed within an outcome oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation." (20 USC 1401 (a) (19))

NOTE: - In the comments section, transition services may be special education if they are specially designed instruction, or related services if they are required to assist a student with a disability to benefit from special education

- The list of "activities" are not exhaustive but are only examples of different types of post-school activities.

Definition of IEP

The IEP shall include a statement of needed transition services for students beginning no later than age 16 and annually thereafter (and when determined appropriate for the individual, beginning at 14 or younger), including when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting.

NOTE: - The optional statement of agency responsibilities or linkages should be included if a State or local agency, other than the schools, is responsible for providing or paying for needed transition services. The intent is to address shared financial responsibility for providing transition services.

Related Services

Rehabilitation Counseling Services means services provided by a qualified rehabilitation counseling professional, in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to students with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended. (b) (10)

NOTE: • "Rehabilitation Counseling Services" are intended to address the effect of the student's disability on employment and other post-school activities. Congressional intent is that other agencies funded under the Rehabilitation Act of 1973 not be relieved of their responsibility for providing rehabilitation services to eligible students.

Social Work Services include preparing a social or developmental history on a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to receive maximum benefit from his or her educational program. (b) (12)

NOTE: • "Social Work Services" are an eligible related service. The proposed regulations broaden the scope of services beyond "in schools".

Participants in Meetings

Transition services personnel. For students with disabilities aged 16 years and older, and for students below age 16 whose need for transition services is being considered, the public agency shall ensure that any meeting to develop, review, or revise the student's individualized education program includes

(1) A representative of the public agency responsible for providing or supervising the provision of transition services: and

(2) If appropriate,* a representative of each other participating agencies providing the transition services included in the student's individualized education program.

NOTE: • Comments 2 to Section 300.344 clarifies that the public agency responsible for the student's education must ensure that, if appropriate,* the student participates at the IEP meeting regarding transition services.

* The term "if appropriate" may be eliminated in the final Rules and Regulations

Agency Responsibilities for Transition Services

(a) If a participating agency, other than the public agency responsible for the student's education, fails to provide agreed upon transition services contained in the individualized education program of a student with a disability, the public agency responsible for the student's education shall reconvene a meeting of all of the participants on the individualized education program team to identify alternative strategies to be implemented to meet the transition objectives that were included in that student's individualized education program.

(b) As used in this subpart, "participating agency" means a State or local agency, other than the public agency responsible for the student's education, that is financially and legally responsible for providing transition services to the student.

(c) Nothing in this part relieves any participating agency, including a state vocational rehabilitation agency, of responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

NOTE: It is the intent that the public agency responsible for the student's education, will take the necessary steps to ensure that each child with a disability receives needed transition services if another State or Local agency has failed to provide the student with the agreed upon transition services in the student's IEP.

THE NEED FOR SYSTEMS CHANGE IN TRANSITION SERVICES IN ARIZONA

Arizona presents unique needs to the delivery of transition services to youth with disabilities. Arizona is the sixth largest state in total territory, encompassing nearly 114,000 square miles. Additionally, it is one of the fastest growing states, with a current population in excess of 3.7 million citizens. Over 75% of this population is concentrated in the two metropolitan areas of Phoenix and Tucson. Another 3 percent of the population lives in the cities of Yuma, Flagstaff, and Prescott. Over 20% of the state population is scattered among small rural communities and the 20 Native American reservations which are located within the state. Between 1990 and 2000, the largest segment of growth within Arizona's population is expected to continue to be among Hispanics and individuals over the age of 65. Arizona has been and will continue to be the fastest growing state in the nation, at least into the onset of the twentieth century (O'Connell and Schacht, 1989). It is expected to grow from 3.36 million in 1986 to 5.34 million by the year 2000 (Arizona Department of Economic Security, 1988). Arizona is one of the few states to show growth in the 18-24 year old range between 1980 and 1987, and was one of the highest ranked states with respect to net migration (O'Connell and Schacht, 1989). As such, the state of Arizona is unique in terms of its cultural and geographic diversity and its implications for the delivery of effective and efficient support services to persons with disabilities.

There are 227 school districts in Arizona, ranging in size from the two largest districts with over 50,000 students each, to ten one-teacher districts having fewer than ten students. Nearly 25% of the districts in the state have fewer than 100 students. The ethnic breakdown of Arizona's school age population is approximately 23% Spanish surname, 6.5% Native American, 4% black, 1% Oriental and other non-white, and 65% white. Compounding the challenge to delivering transition services are unique language and dialectical differences within Arizona. This includes several languages which have only an aural translation, these languages have no written form. Recruiting and maintaining quality personnel, and providing adult services and employment opportunities are critical concerns in Arizona's rural and remote areas.

The state of Arizona has approximately 59,000 special education students receiving public educational services from approximately 125 high school and unified school districts. Of this population, approximately 31% are between the ages of 14 and 21. As such, between now and 1997, in excess of 22,500 students receiving special education services will be exiting school systems to an uncertain future. Very little is known about the transition needs of these students as there have been no follow-up/follow-along studies conducted on a statewide basis. Based upon data submitted to the Office of Special Education Programs at the U.S. Department of Education (Arizona State Plan Under Part B of the Education of the Handicapped Act, February, 1989), the Arizona Department of Education identified the need for transition planning and transition programs as one of the top priority areas for program improvement.

The need for systems change in the delivery of transition services is consistent among the state agencies serving youth with disabilities in Arizona. A comprehensive needs assessment was conducted by the Arizona Department of Education (ADE-SES, 1988) to determine perceived training needs of professionals in the field. Local education agencies (LEAs), private schools, and agencies that were surveyed (164) indicated their program training needs as including transition, inter- and intra-departmental coordination, and individual plan development. A report issued by the Arizona Governor's Council on Developmental Disabilities (GCDD, 1990) states that one of the significant issues that must be addressed by the state of Arizona in order to assure that all Arizona citizens with developmental disabilities can experience integrated, independent, and productive lives in the community is the issue of interagency program planning and coordination. Arizona Rehabilitation Services Administration (RSA) identified the transition of youth with disabilities from school to employment as a top priority in program planning (Strategic Plan for Rehabilitation Services, May 1990-April 1991).

Perhaps the most convincing need for this project is a recent survey of special education directors across Arizona. This statewide survey was specifically designed by the Arizona Department of Education, Special Education Section (ADE-SES) and the University of Arizona, Special Education and Rehabilitation (UA-SER) to assess the current level of transition planning within local school districts, and to identify

specific areas in need of technical assistance and training. Of approximately 80 school districts who responded to the survey, nearly 65% responded that no school official was specifically responsible for assuring that students with disabilities transitioned to postschool services. Equally alarming, less than 10% of respondents indicated that their school districts had conducted needs assessments or follow-up surveys, while over 95% indicated that they would be willing to participate in such projects in their locality. Among the most frequently identified barriers to transition planning, school districts identified their rural location, lack of locally available adult services, and a lack of interagency coordination. Clearly these results indicate not only a critical need for implementing statewide changes in transition services, but also a willingness of school districts to participate in the implementation and utilization of such programs.

CURRENT STATUS OF TRANSITION SERVICES IN ARIZONA

Several strong transition initiatives are occuring in Arizona. This section will provide a description of the current availability, access, and quality of transition services for youth with disabilities in Arizona.

Arizona Department of Education-Special Education Section (ADE-SES)

The Special Education Section of the Arizona Department of Education exists to assist and assure that Arizona school districts provide all children with disabilities in Arizona an appropriate, quality education to enable them to live in their community with the maximum possible independence as adults. This is accomplished by providing information and technical assistance to local and private education agencies, other state agencies, parents and the community; distributing and utilizing state and federal funds; developing and supporting innovative projects; assuring appropriate training is available to those concerned with the education of children with disabilities; reviewing programs to enhance their effectiveness and determine their compliance with the provisions of state and federal laws, rules, and regulations; and establishing networks of interagency collaboration in support of children with special needs. The ADE-SES supports the establishment and operation of innovative and effective approaches to meet the needs of youth with disabilities. Since 1979, the ADE-SES has provided funding for the development of several model transition projects in communities throughout the state.

When IDEA was signed into law, the ADE-SES proactively assisted local school districts by providing information on the law and suggested procedures for implementation of the transition services requirements (See Appendix A).

The ADE-SES publishes a quarterly newsletter highlighting special education issues and initiatives. This newsletter, the SPECIAL EDition, features a continuing column on transition services. Copies of this column are contained in this packet in Appendix B.

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Special Education/Vocational Education Specialist Project.

Since 1987, the ADE-SES has provided technical assistance and training to public and private agencies in areas related to transition planning for youth with disabilities through the **Special Education/Vocational Education Specialist Project**. Technical assistance and training is provided in several areas related to transition planning including vocational assessment, work experience, vocational education, career development, and other related transition service areas. Many local education agencies in Arizona have attempted to provide these services and have met with varying levels of success. During the period from November 1987 to May 1992, the ADE-SES **Special Education/Vocational Education Specialist Project** has received over 500 requests from LEAs, private schools, and agencies for technical assistance and training in the above areas. The project sponsors an annual statewide transition conference attended by over 300 persons yearly. The project also sponsors institutes on topics such as vocational evaluation several times throughout the school year. These institutes draw nearly 250 participants. This **Special Education/Vocational Education Specialist Project** employs 1 full-time equivalent (FTE) professional staff and .5 FTE support staff and estimates that over 800 SEA and LEA staff directly benefit from these efforts yearly.

In addition to the **Special Education/Vocational Education Specialist Project**, the foundation for creating systems change for transition services is being initiated in Arizona through two federally-funded transition projects.

Arizona Follow-Along Project.

In order to understand the impact of education and transition services on the postschool outcomes of youth with disabilities in Arizona, a carefully designed follow-along strategy is being implemented. In November 1991, the ADE-SES was awarded a two-year federally-funded State Agency/Federal Evaluation Studies project, known as the ***Arizona Follow-Along Project***. The ***Arizona Follow-Along Project*** utilizes a follow-along strategy to assess the postschool outcomes of students with disabilities to influence statewide systems

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change on educational programs and transition services. This project has three primary goals: (1) to implement a system for collecting follow-along information that has the capacity to describe the postschool community adjustment of school leavers with disabilities; (2) to implement a system for utilizing follow-along information at state and local levels to achieve improvements in programs and policies serving students and young adults with disabilities; and (3) to provide technical assistance to state and local staff as they use the follow-along information to examine policies and programs. The ADE-SES is subcontracting to Arizona State University - West Campus to provide the day-to-day coordination of this project. Project staff include a .25 FTE project director and .5 FTE project administrative assistant from the ADE-SES; .25 FTE project coordinator, .5 FTE project research assistant, and project interviewers at ASU-West.

Project ACTT: Arizona Community Transition Teams.

To create successful and lasting systems change, the Arizona Follow-Along Project is being accompanied by an intervention strategy, whose purpose is to use the follow-along data to improve educational programs and transition services. In October, 1991, the ADE-SES was awarded a three-year federally funded multi-district outreach project, known as *Project ACTT: Arizona Community Transition Teams*. *Project ACTT* utilizes an intervention strategy, Local Community Transition Teams (LCTTs) for effecting systems change on entities that have the greatest impact on the transition outcomes experienced by youth with disabilities: the school; the community; and the adult service systems. *Project ACTT* will develop 15 to 18 LCTTs in targeted communities throughout Arizona in three years. At least one-half of these targeted communities will be rurally based and/or located on Native American reservations. These LCTTs, comprised of parents, educators, and adult agency representatives, develop and implement community action plans designed to ameliorate locally identified barriers to effective transition planning.

The general purpose of transition teams is to identify local needs and gaps in services, programs, policies, and procedures which impede youth with disabilities from achieving locally valued outcomes and opportunities. Once these needs have been identified, the function of the transition teams is to develop and implement locally-based systems change strategies for ameliorating the identified needs. The Community

Transition Team Model consists of five basic phases: (1) Team Building, (2) Needs Assessment, (3) Program Planning, (4) Program Implementation, and (5) Program Evaluation. Each phase of this model is highly structured and supported with both materials (including a procedural manual) and technical assistance (See Table 1). Although this intervention model provides state support for local control, the common procedures used by the Local Community Transition Teams and the accomplishments of each team are to be aggregated at the state level to assist the Arizona Department of Education to identify and address transition barriers at the state level.

Project ACTT will also assist local communities in the implementation of an Individualized Transition Planning process for all special education youth within their communities. This project will also develop a variety of technical assistance resources for local communities to draw upon as they implement transition planning. A "train-the-trainer" model will be developed using LCTT leaders to facilitate the development of LCTTs in other localities. *Project ACTT* will sponsor semi-annual leadership institutes for LCTT leaders, assist in conducting the annual statewide transition conference, and develop a resource library. The ADE-SES is subcontracting to the University of Arizona to provide coordination of daily activities. Project staff include a .25 FTE project director, 1.0 FTE local community transition team facilitator, and .5 administrative assistant at ADE-SES; .5 FTE project coordinator and .5 clerk typist at UA-SER.

This intervention model will provide a systematic means of using follow-along information from the *Arizona Follow-Along Project* to effect systems change in local communities, and at the state level. The follow-along information generated by the *Arizona Follow-Along Project* will feed into the needs assessment and planning process of the Local Community Transition Teams being implemented in Arizona. The interchange of information and the transition team intervention models provide a powerful new level of impact for guiding statewide systems change in Arizona.

Table 1

Phases of the Transition Team Model

TEAM BUILDING:	The purpose of this phase is to establish a strong, cohesive team that adequately represents the makeup of the local community.
NEEDS ASSESSMENT:	In this phase, transition teams complete a needs assessment instrument (Halpern, Lindstrom, Benz, & Rothstrom, 1990) that evaluates the community on 38 standards representing six dimensions: (a) curriculum and instruction, (b) coordination and mainstreaming, (c) transition, (d) documentation, (e) administrative support, and (f) adult services and community resources.
PROGRAM PLANNING:	Based upon results of the needs assessment, the transition team moves through a series of planning steps, enabling them to develop broad goals statements into a working annual plan. This plan delineates the specific objectives, tasks, timelines, persons responsible, and budget that relate to the priority standards the team identifies to address.
PROGRAM IMPLEMENTATION:	During this phase the teams are involved in implementing the activities they identified in Program Planning to create changes in the local service delivery systems.
PROGRAM EVALUATION:	In this phase, teams follow a structured procedure to review the work they have completed, and begin the process of planning for the subsequent year.

Arizona Rehabilitation Services Administration (RSA)

Approximately 10 years ago, the Arizona Rehabilitation Services Administration (RSA), in conjunction with the Arizona Department of Education, Special Education and Vocational Education sections, established the VESPERS agreement. This agreement outlined the various responsibilities and commitments of each of these agencies in providing school to work services to youth with disabilities. That agreement, however, was only a first step which, since that time, has seen RSA establish itself in a position of state leadership in an effort to provide more effective transition services to youth with disabilities.

Beginning in 1986 with the first of a series of intergovernmental agreements between RSA and local educational agencies (LEAs), RSA has proceeded to place substantial personnel and case service dollar resources into collaborative transition programs. In the process, RSA and LEAs have established a level of trust, cooperation, and close working relationships which are unprecedented in Arizona history. In 1990, RSA established a five year strategic plan in which the top priority goal was to expand the

accessibility of RSA services to transition age youth. During the past 18 months, this goal has been effectively implemented, resulting in excess of 2,400 special education youth accessing services from RSA.

RSA initiated a Task Force on Transition in 1989 which discussed inter- and intragency transition issues. RSA is promoting liaisons with Arizona school districts through intergovernmental agreements for the purpose of providing secondary special education students with appropriate employment preparation. Statewide, there are now intergovernmental agreements (IGAs) established between RSA and four of the ten county school superintendents offices, including Pima and Maricopa counties. Collectively, these IGAs have generated $1.2 million in Title I case service dollars, the majority of which is expended upon direct services to youth. Additionally, RSA has targeted over $750,000 for personnel to serve transition age youth. To date, 21 of RSAs vocational rehabilitation counselors maintain transition designated caseloads. Many of these counselors are physically housed on high school campuses, providing the full range of vocational rehabilitative services to eligible youth with disabilities. With these agreements, barriers to service delivery still exist, although coordination and communication is enhanced between school personnel, families, and vocational rehabilitation counselors. Without these agreements, the coordination between LEAs and local vocational rehabilitation offices allows only for referral for services as the student leaves school services. Referral for services at this point in the transition process typically results in wait listing.

Arizona Division of Developmental Disabilities (DDD)

The Division of Developmental Disabilities within the Arizona Department of Employment security (DES), provides comprehensive services to individuals with disabilities in any of four diagnostic categories: autism, cerebral palsy, mental retardation or epilepsy. Vocational training and employment services are among the programs currently offered by the Division, for youth with D.D. who are transition age. Due to the combination of an increase in Title XIX funded services and shrinking state appropriations, current funding is not available from the division to provide long term support for those students who would be appropriate for supported employment. In the absence of this funding, another approach being explored is

the use of natural supports in the workplace.

Through a joint effort of the Governor's Planning Council on Developmental Disabilities and the (DES) Rehabilitation Services Administration, two projects have been developed to pilot the natural supports option. One of these pilots focuses on marketing strategies and labor market analysis; the second on interpersonal and environmental dynamics at the job site and the extent to which supervisors and co-workers might provide individual supports. The outcome of these pilots will impact the further development of a natural supports approach as a contracted service that presents a viable alternative given the funding impasse for long term supports.

The 1990 report issued by the Arizona GCDD highlights the fact that the program planning process in Arizona's service systems occurs at the regional, county, and local levels. The report charges that these varying strata of service delivery increases the difficulty of coordinating planning efforts across programs. An additional concern expressed by this report includes the lack of adequate program planning on the part of education to address the transition from school to work.

Arizona Employment and Training Administration

The Employment and Training Administration, also within DES, provides placement services through its Job Service program at 26 offices throughout the state. Since 1988, Job Service has had a cooperative agreement with the Rehabilitation Services Administration that provides for specialized job development and placement services for individuals with disabilities, and a close working relationship between the VR Counselor and Job Service Specialist. To maximize the use of this resource and avoid duplicative services, RSA has developed cross-training workshops for staffs of both agencies. Through this agreement, RSA also offers a financial incentive to the Job Service for each placement that has been successful for the VR client.

Jobs Training Partnership Act

The Job Training Partnership Act, JTPA, has as its mission the establishment of "programs to prepare youth and unskilled adults for entry into the labor force and to offer job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment and who are in special need of such training to obtain productive employment." In the first half of state fiscal 1992, the Arizona JTPA program, administered under the DES, served 2,322 youth. Of that number, 867 completed services, either entering employment or attaining a level of competency in specific skill areas recognized by local Industry Councils. Approximately 10% of those successfully exiting JTPA were youth with disabilities. In order to maximize the above resources and avoid duplication of services to transitioning youth, some concepts outlined in Job Training 2000, a White House position paper issued in January 1992, can be implemented. Greater involvement of the Private Industry Council in each local community, new approaches to the development of apprenticeships, on-the-job training and mentoring programs and the creation of centers for specific skills training in the community will streamline access to jobs for all transitioning youth, including those who have identified disabilities.

ARIZONA UNMET NEEDS IN TRANSITION SERVICES

In a recent funding proposal submitted to the U.S. Department of Education, the Arizona Department of Education delineated the unmet needs in Arizona in delivering appropriate transition services to students with disabilities (See Table 2).

Measure of Consistency Chart

Relating the Six (6) Authorized Purposes and Arizona Unmet Needs

Purposes	Arizona Unmet Needs
1. Increase the availability, access, and quality of transition assistance through the development of policies, procedures, systems and other mechanisms for youth with disabilities and their families as those youth prepare for and enter adult life.	1.A. State guidelines for effective secondary programs. B. Method to share and exchange information within and across agencies. C. Formal interagency agreements not developed throughout the state. D. Transition services not a priority among other state agencies.
2. Improve the ability of professionals, parents and advocates to work with those youth in ways that promote the understanding of and capability to successfully make the transition from *student* to *adult*.	2.A. Training and informational opportunities. B. Technical assistance availability. C. Involvement of other agencies in the transition process.
3. Improve working relationships among education personnel, both within LEAs and in post-secondary training programs, relevant state agencies, the private sector (especially employers), rehabilitation personnel, local and state employment agencies, local Private Industry Councils authorized under the Job Training Partnership Act, and families of students with disabilities and their advocates to identify and achieve consensus on the general nature and specific application of transition services to meet the needs of youth disabilities.	3.A. State and local working groups. B. Interagency policy setting body. C. Private industry participation with LEAs. D. Interagency funding/service agreements.

Table 1

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Purposes	Arizona Unmet Needs
4. Create an incentive for accessing and utilizing the expertise and resources of programs, projects, and activities related to transition funded through this section and with other sources.	4.A. Incentives lacking at the individual, program, and system level for fostering collaboration among programs. B. Families and individuals often provided with more incentives for not accessing transition services. C. Programs fail to recognize or understand incentives of other agencies. D. Systems level incentives/priority not placed upon transition programs and outcomes.
5. Create incentives for the implementation of lasting statewide systems changes in the transition of students with disabilities to post-secondary training, education and employment.	5.A. Lack of transition focus/initiative on transition B. Post-secondary educational opportunities limited for youth with disabilities C. Knowledge of funding sources and ways to seek the funds D. Central entity pushing for statewide growth in assistive technology E. Policies, practices and rules that promote assistive technology service provision

Purposes	Arizona Unmet Needs
6. Assist the State education agency in implementing the requirement in the IDEA that the student's individualized education program, include a statement of needed transition services for students no later than age 16 and annually thereafter (and if appropriate for the individual, beginning at age 14), including, if appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting.	6.A. State guidelines and technical assistance to LEAs on ITP development and implementation B. Technical assistance/consultative resources C. State of the art examples which are available locally/regionally C. Interagency coordination at the state and local levels

Appendix A

Implementing IDEA Transition Services Mandate in Arizona

Arizona
Department of Education

C. DIANE BISHOP
Superintendent

MEMORANDUM

DATE: April 19, 1991

TO: Superintendents
Directors of Special Education

FROM: Kathryn A. Lund, Ph.D.
Deputy Associate Superintendent
Special Education Section

SUBJECT: IDEA Transition Mandate

Recently, we received information from the U. S. Department of Education regarding the implementation of transition services as required by the *Individuals with Disabilities Education Act (IDEA)*. The Office of Special Education Programs has determined that **transition services must be included in the IEPs of students age 16 years and older, and if appropriate, for students age 14 years or younger, by the 1991-1992 school year**. We realize that the end of the school year is rapidly approaching with numerous obligations. You may feel that it is impossible to meet all of the requirements for transition. Please be **advised that you will need to determine whether your staff will include transition services in the IEP either by the end of this year, or amend the IEP at the beginning of the school year 1991-92.**

The *Individuals With Disabilities Education Act (IDEA)* includes new statutory provisions on *"transition services."* The term *"transition services"* is defined as *"a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation."*

By Fall, 1991, the Individual Education Plan (IEP) must include:

1) **A statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when appropriate for the individual, beginning at age 14 or younger);**
2) **When appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting;**
3) **In the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives.**

Laura Love and Lillie Sly, of the Special Education Section, are available to assist districts with curriculum areas to be covered when developing transition plans; development of goals and objectives; and suggested procedures for developing the transition components of the IEP. Additional information will be disseminated to LEAs when the federal regulations on IDEA are available.

• 1535 West Jefferson, Phoenix, Arizona 85007 •
602-542-4361 FAX 602-542-5283 Voc Ed FAX 602-542-184

TRANSITION

Areas To Be Considered When Developing Transition Plans

FINANCIAL & INCOME

Earned Income
Unearned Income (gifts/dividends)
Insurance (life/annuities)
General Public Assistance
Food Stamps
Supplemental Security Income (SSI)
Social Security Benefits
Trust/Will or Similar Income
Other Support

LIVING ARRANGEMENTS

With Family
Adult Foster Care
Intermediate Care Facility for Mentally Retarded
Group Home
Semi-Independent Living (supervised)
Share Living (roommate)
Independent Living (own house/apartment)
Other Living Arrangement

LEISURE & RECREATION

Specialized Recreation/Social Activities (Special Olympics)
Sports or Social Clubs (YMCA, Scouts, health clubs)
Community Center Programs
Community Colleges (craft classes, art, music)
Parks and Recreation Programs
Hobby Clubs
Independent Activities (bowling, tennis)

MEDICAL SERVICES & RESOURCES

Medical Care: Intermittent Care, Daily (long-term) Care
Medical Services: General Medical Services (check-ups), Medication Services, Dental Care
Medical/Accident Insurance
Financial Resources Group Policy Available, Individual Policy, Medicaid, Other

POST-SECONDARY EDUCATION & VOCATIONAL TRAINING

On-The-Job Training (OJT)
Job Training Partnership Act (JTPA)
Community Colleges/Universities
Vocational Technical Centers
Community Based Education & Training
Competitive Employment
Supported Work Models
Volunteer Work
Rehabilitation Facilities

PERSONAL MANAGEMENT & FAMILY RELATIONSHIP

Household Management
Money Management
Social Skills
Hygiene Skills
Personal Counseling/Therapy
Safety
Parenting Skills
Health Aide/Home Attendant
Support Group
Respite Care
Visiting Arrangements
Churches

TRANSPORTATION

Independent (own car, bicycle)
Public Transportation (bus, taxi, train)
Specialized Transportation (wheelchair, van)
Specialized Equipment (electric wheelchair)

ADVOCACY & LEGAL SERVICES

Guardianship/Conservatorship
Wills/Trusts, Other

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TRANSITION

SAMPLE

Transition Annual Goals and Short-Term Objectives

PERSONAL MANAGEMENT

GOAL

The student will develop personal management skills.

OBJECTIVES

1. Given a monthly budget form, a list of daily needs and a weekly income of $30, the student will complete the budget form correctly.

2. Given an opportunity to view four different sets of clothing, the student will identify the set appropriate for working, swimming, sleeping and playing with 80% accuracy.

LIVING ARRANGEMENTS

GOAL

The student will develop an awareness of various living arrangements.

OBJECTIVES

1. After discussion and visits to five different living arrangements, the student will identify four out of five living arrangements correctly.

2. After selecting a semi-supervised apartment, the student will live in the apartment and will be responsible for cleaning and self-care for two months.

TRANSPORTATION

GOAL

The student will explore various types of transportation.

OBJECTIVES

1. Given a bus schedule, the student will identify the bus route from home to the vocational center and will ride the bus to and from the vocational center for nine weeks.

2. After participation in a driver's education program, the student will obtain a passing score on the written test, road test and vision test within a six-month period.

FINANCIAL & INCOME

GOAL

The student will explore various sources of income.

OBJECTIVES

1. After a visit to the Social Security Administration office, the student will complete an application for social security benefits, provide necessary documents, and submit application and documents within three months.

2. After participation in classroom activities on various sources of income, the student will identify six out of eight sources of income correctly.

MEDICAL SERVICES & RESOURCES

GOAL

The student will increase knowledge of medical services and resources.

OBJECTIVES

1. After participation in classroom activities and visitations to medical facilities, the student will identify six out of eight medical agencies that will assist in maintaining good health.

2. Upon request, the student will select three businesses, make telephone contact with the personnel managers, inquire as to the types of medical coverage provided to employees, and record benefit types by business.

LEISURE & RECREATION

GOAL

The student will explore interests and preferences in the use of leisure and recreational activities.

OBJECTIVES

1. Upon request, the student will identify six recreational/leisure activities and select first and second preferences.

2. After completing pool safety training, upon request the student will identify at least five pool safety rules correctly.

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PERSONAL & FAMILY RELATIONSHIP

GOAL

The student will develop an awareness of various agencies available to assist in building personal and family relationships.

OBJECTIVES

1. Upon request, the student will identify at least one agency to assist individuals and families in each of the following areas: marriage problems, drug abuse, disability income, money management, and social and emotional problems.

2. After moving into a semi-supervised apartment, the student will arrange a date for his/her family to visit the apartment and record the date, time and activity in an appointment book correctly.

VOCATIONAL TRAINING & PLACEMENT

GOAL

The student will explore interests and preferences in vocational training.

OBJECTIVES

1. Given an interest inventory, the student will complete the inventory by selecting his/her preferences by age 16.

2. Given an aptitude test, the student will complete the test within the test-prescribed time frame.

3. After performing four different types of jobs, the student will select his/her preferences.

ADVOCACY & LEGAL SERVICES

GOAL

The student will increase knowledge of advocacy and legal services available in local community.

OBJECTIVE

1. After participating in self-advocacy training, the student will identify his/her rights to public transportation.

2. After participating in self-advocacy training, the student will identify his/her rights to employment.

Suggested Procedures for Implementing Transition Components of the IEP

1. LEAs shall ensure that IEPs which are developed or revised in Spring 1991, for implementation in Fall 1991, include transition components, as appropriate.

2. IEPs which do not include transition components by the end of FY 1991 shall be amended at the beginning of the school year 1991.

3. Transition services shall be included in the IEP by the time a student is 16.

4. LEAs shall develop procedures to determine when it is appropriate to include transition services in an IEP prior to age 16.

5. LEAs shall design a coordinated set of activities for each student, which promotes movement from school to post-school activities/services. These are
   - post-secondary education,
   - vocational training,
   - integrated employment (including supported employment),
   - continuing and adult education,
   - adult services,
   - independent living, and
   - community participation.

6. Annual goals included in the IEP shall be outcome-oriented.

7. When determining needed transition services,the IEP team shall include the student in goal setting and take into account the individual student's needs, preferences, and interests.

8. LEAs shall provide a coordinated set of activities which include
   - instruction,
   - community experiences,
   - development of employment and other post-school adult living objectives,
   - acquisition of daily living skills, and
   - functional vocational evaluation.

9. When appropriate, the IEP shall include a statement of the interagency responsibilities or linkages, or both, before the student leaves the school setting.

10. The IEP team shall include representative(s) from appropriate adult service agencies.

ADE-SES TRN 4/91

Appendix B

SPECIAL EDition Newsletter

Transition

by Laura L. Love

Perspective

"Even if you're on the right track, you'll get run over if you just sit there."

– Will Rogers

Transition Mission

Across the United States, the National Council on Disability in a comparison of the general population to people with special needs found:

- 15% of all adults have less than a high school diploma; 40% of all persons with disabilities did not finish high school. (Harris and Associates, 1986)
- 25% of all students drop out of school; 36% of the students with disabilities drop out. (Wagner, 1989)
- 56% of all students go on to postsecondary education; 15% of all students with disabilities go on. (Wagner,1989)
- 5% of all adults are unemployed; 67% of all Americans with disabilities are not working. (U.S. Census Bureau, 1989)

A recent study* shows conclusively that even the most severely challenged students, when provided with a comprehensive transition program preparing them to go out into the world of work, make money and save the social system dollars and cents. Obviously those students with less challenging circumstances should enjoy an even higher level of success in the world of work and adult life. We in education have the exciting opportunity to make this happen in Arizona. That's your mission.

Something to Write Home About

- The Education of the Handicapped Act Discretionary Programs, which include Secondary and Transitional Services, are undergoing reauthorization. Of particular interest is the new subsection of discretionary funding which provides a definition of "transition" and requires student IEPs reflect transition services by age 16. House Rule 1013 proposes $25 million of the $318.6 million allocated for discretionary programs be made available for the Federal Education Department to award one-time, competitive, five-year grants to help states improve their transition services for 14-22 year olds. Priorities will be given to projects which target resources to school settings; provide for cooperative arrangements for interagency funding of services; and that encourage public and private investment in such services and provide for early information and training for individuals involved in transition services.

The House and Senate versions of this bill differ in their definition of transition services. HR 1013 defines transition services as "a coordinated set of activities for a student, designed within an outcome oriented process, which promotes movement from school to integrated employment (including supported employment), postsecondary education, vocational training, continuing and adult education, adult services, and independent living and community participation."

HR 1013 further defines that these activities are "based on the individual student's needs" and can include instruction, community experiences, development of employment and other postschool adult living objectives, acquisition of daily living skills, and functional vocational evaluation. Senate Bill 1824 broadens this definition to include "...the various transitions that a child with a disability may face throughout the child's years in school..." Write your congressman and let him know which definition is in keeping to the goals of education. We will keep you posted on the final ruling of this reauthorization.

- As a result of the 1989 revised Department of Labor Regulations, the United States Department of Education initiated discussions with the United States Department of Labor with the intent of developing a cooperative agreement for the placement of students with disabilities into vocational training and community-based worksites. We would like the Office of Special Education Programs of the U.S. Department of Education to continue these discussions until an agreement has been reached with the U.S. Department of Labor. Write your congressman and ask him to apply pressure to the Department of Education to continue these talks until a cooperative agreement has been reached.

- Also undergoing reauthorization: PL 98-524 Carl D. Perkins Vocational Education Act; Jobs Training Partnership Act (JTPA); Rehabilitation Act of 1973.

Yahoo!!

Congratulations to the recipients of the 1990-91 Title VI-B Discretionary Funds Under Goal 3.0 Transition:

Flowing Wells Unified School District
Arizona State School for the Deaf and Blind
Prescott Unified School District
Department of Economic Security - Services for the Blind and Visually Impaired
Florence Unified School District

Transition, continued

Love Affairs

During the 1990-91 school year we hope to initiate transition teams in selected special education programs in Arizona. There will be two levels of transition teams in these programs. One level, called a Community Transition Team, is a county, district, or school level team which focuses on program improvement. A second level, called the Individual Transition Team, is a student-centered team which focuses on graduation or transition planning for individual students. Although teams are supported with both funds and technical assistance from the Arizona Department of Education - Special Education Section, the focus of the teams is at the local level, assessing their own needs and working to solve common problems.

We are also planning to initiate Follow-Along Studies in selected special education programs. The goals of these studies will be to 1) describe the status of school leavers with disabilities beginning with their last year in school and continuing annually during the early transition years, and to compare the findings to a sample of nondisabled peers; and 2) develop and evaluate a management information system that will allow the follow-along information to be used at both state and local levels to make changes in secondary special education programs and transition services.

Planning has started for revision of Work Experience - A Resource Manual. A Transition Manual is also in the works to be published in the near future.

New Kid on the Block

Dr. Michael Shafer, University of Arizona, College of Education, Division of Special Education and Rehabilitation, (602) 621-3214, 621-3248, or 621-7822. Dr. Shafer is assisting in the development of a teacher preparation program in transition.

Garage Sale

Benefits and Costs of Integrating Students with Severe Disabilities into Regular Public school Programs: A Study Summary of Money Well Spent. October, 1989. Contact Laura Love - 542-3184 for a copy of this study. Limited copies available.

Work Experience - A Resource Manual. 1985. Cost: $5.10. Contact the Central Distribution Services, 542-3088. Limited copies available.

Help Initiate Needed Transition Services (H.I.N.T.S.). 1985. A Guide to Transition Planning in Arizona. Contact Laura Love, 542-3184. Limited copies available.

ACCESS-Ability

The Americans with Disabilities Act (ADA), which extends the protection of civil rights laws to persons with disabilities, was signed into law by President Bush in late July, 1990. This legislation will require public facilities, transportation and communication services to be accessible to person with disabilities. It will also outlaw job discrimination against an estimated 43 million Americans. The ADA expands the definition of "disability" as a condition that impairs "a major life activity," such as walking, hearing, seeing, or working. (While definition encompasses some 900 disabilities, the bill does not classify alcoholism, drug abuse, kleptomania, pyromania, and several sexual disorders as disabilities.)

The Act addresses four main areas:

Employment

- Employers may not discriminate against persons with disabilities in hiring or promotion if the individual is otherwise qualified for the job;
- Employers must make "reasonable accommodations" for workers with disabilities, including making the workplace accessible or providing readers or interpreters, unless this would impose "significant difficulty or expense";
- The law would be effective in two years for employers of 25 or more people, and in four years for employers of 15 or more;

Public facilities

- Public facilities such as restaurants, hotels, theatres and stores must serve persons with disabilities;
- New buildings or renovated facilities that will be open to the public or are potential employment sites and are intended for occupancy 30 months after the bill goes into effect must be accessible to people in wheelchairs;
- Existing buildings must be made accessible if this is "easily accomplishable and able to be carried out without difficulty or expense";

Transportation

- New public buses and rail cars bought 30 days after the bill goes into effect must be accessible to persons in wheelchairs;
- At least one rail car per train must be accessible to wheelchairs within five years;
- Private bus companies have seven years to make their buses accessible (Greyhound has six years);

Communication

- Telephone companies have until 1993 to provide a relay operator to help customers with speech or hearing impairments to communicate via typed-text devices such as TDD's (telephone device for the deaf).

Transition, continued to Page 8

Transition (con't.) ***Let's Make A Date...***

October 16-17, 1990. **Work and Employment for Persons with Developmental Disabilities Conference** - Phoenix, AZ. Second annual employment conference sponsored by the Governor's Council on Developmental Disabilities. Co-sponsored by the Arizona Department of Education - Special Education Section, Department of Economic Security - Division on Developmental Disabilities and Rehabilitation Services Administration.

January 17, 1991. **Arizona Transition Conference** - Phoenix, AZ. Currently in the planning stages, this conference will be a one-day "drive-in" sponsored by the Arizona Department of Education - Special Education Section.

October 3-5, 1990. **Minority and Special Populations of Visually Impaired Persons: Strategic Management for Enhancing Employment** - Ramada Pima Golf Resort, Scottsdale, AZ.

October 4, 1990. **Arizona Vocational Special Needs SET FOR SUCCESS Fall Conference** - Phoenix, AZ. Main Theme: Curriculum Based Vocational Assessment. Limited enrollment.

November 30 - December 4, 1990. **American Vocational Association Conference** - Cincinnati, OH.

This section of the SPECIAL EDITION will be an on-going column. Please contact Laura Love at 542-3184 to share your school's transition activities.

Phoenix Children's Hospital Project

Phoenix Children's Hospital is a non-profit, independent, full service hospital dedicated exclusively to caring for children of Arizona. They provide a full range of specialized pediatric services.

Parents and staff of Phoenix Children's Hospital are holding an annual fundraiser which consists of a three day yard sale held in Tempe, Arizona. The proceeds are restricted for family centered care. The proceeds will help to purchase items which help to make the hospital stay easier on the children and their families.

This year the hospital has decided to expand their fundraiser and along with the yard sale, have an auction. These events will be held the weekend of October 12-14, 1990 at 1005 E. Carver, Tempe.

It would be very helpful if you would like to donate items for the yard sale such as children's toys, clothes, furniture, kitchen appliances, television sets, books, sports equipment, etc.

If you are interested in participating, please contact Suzi Usdane at 239-5681, Phoenix Children's Hospital Development Office.

SEARCH to SERVE

Rita Kenison
Child Find Coordinator

Advocacy Training

The ADE/Child Find Advocacy Services will provide advocacy trainings for volunteers to assist parents of special education students in obtaining appropriate services for their child. The role of advocates is to clarify requirements, review documents with parents, and attend meetings with school staff to represent the needs of the child. Tentative scheduled dates for trainings in Phoenix are: September 22; October 13; November 10; and December 1. To register for trainings, call Selina Salazar at 542-3852.

Child Find Conference

October 19, 1990

Second Annual Child Find Conference at Mesa Holiday Inn, featuring strategies targeted to practitioners; showcase exhibits of screening practices and parent support groups; and keynotes on effective parental involvement in the eligibility process. Call Rita Kenison at 542-3852 for more information.

Publications

1. ADE/Special Education has a new version of the parental rights handbook entitled **"Learning Your Rights and Role in Special Education Services"**. Copies may be ordered by calling Selina Salazar at 542-3852. Districts have permission to reprint the handbook locally.

2. ADE/Special Education Section has reprinted the former developmental guidelines for children ages birth through six entitled "Up I Grow" with a new cover, **"Every Step Counts"**. Copies may be ordered by calling Deanna Bigar at 542-3852.

BEST COPY AVAILABLE

TRANSITION

by Laura Love

Perspective

"The closest to perfection a person ever comes is when they fill out a job application."

-- Stanley J. Randall

Love Affairs

ADE/SES First Annual Conference on Transition
From School Services to Adult Living

Event:	Transition Drive-In Conference
Date:	**January 24, 1991**
Location:	Grace Inn - Ahwatukee, Phoenix (Elliot & I-10)
Time:	8:00a.m. 9:00a.m. Registration 9:00a.m. 5:00p.m. Sessions
Featured Speakers:	***Dr. Andrew Halpern*** and ***Dr. Michael Benz*** Secondary Special Education and Transition Programs University of Oregon - Eugene
Also Presenting:	**Dr. Michael Shafer** Special Education and Rehabilitation University of Arizona
	Dr. Carolyn Hughes Special Education Programs Arizona State University
	Diane Reese Wage and Hour Division - Department of Labor

Topics: Issues in Transition: Past, Present and Future
Transition Planning: A Good I.D.E.A.
Student-Centered Transition Planning
Next Steps for Arizona Secondary Transition Community Transition Teams
Follow-Along Studies
Supporting Student Success With Adult Services
Labor Regulations for Beginners and Beyond
1990-91 Arizona Secondary Transition Projects

This is the Arizona Department of Education, Special Education Section's first statewide conference on school-to-adult life transition. We are encouraging districts to come as a team. Teams should include district personnel involved in preparing special needs students for school-to-adult life transition (Special Education Teachers, Vocational Evaluators, Transition Specialists, High School Department Chairs, Psychologists, Vocational/Regular Educators, Related Service Providers, Vocational Rehabilitation Counselors, Developmental Disabilities Case Managers, Special Education Directors, Principals, School Board Members, Superintendents). Registration is limited to 300 participants. Registration forms are available and must be returned by **January 18, 1991.** No phone registrations or on-site registrations will be taken! For more information contact Laura Love, ADE/SES, (602) 542-3184.

Something to Write Home About

In late October, Arizona superintendents and special education directors involved in secondary programs were mailed a survey titled, "Survey of Transition Planning and Technical Assistance Needs." This survey was developed by ADE/SES and the University of Arizona, Special Education and Rehabilitation Department. To provide transition technical assistance to meet each district's unique needs, please complete this survey and return in the enclosed envelope as quickly as possible. To receive first-hand results of this first-ever transition planning survey, ***ATTEND THE JANUARY 24, 1991, TRANSITION CONFERENCE!*** Results will also be published for dissemination. If you are interested in receiving a copy of the survey results, please contact Laura Love, (602) 542-3184, or Dr. Michael Shafer (Tucson), (602) 621-7822.

The Department of Labor (DOL) will investigate work experience, community based instruction and vocational programs in two Arizona school districts this year. DOL will check these programs for compliance with federal and state labor laws with respect to appropriate placement and payment of students in community work sites. If you are operating these types of vocational preparation programs and have questions or concerns about placement or payment of your students, please contact Laura Love, ADE/SES, (602) 542-3184 or Diane Reese, Compliance Officer for the Wage and Hour Division of DOL, in Tucson, (602) 670-6772. Diane is available to answer your questions and to make presentations to your school district about the Department of Labor regulations. If you are concerned about contacting Ms. Reese and identifying which district you represent, you can call anonymously.

On January 12, 1990, we held a special conference on the topic, "Department of Labor Regulations Related to Community-Based Training and Employment of Workers with Disabilities." If you would like a videotape copy of this conference, contact Laura Love, (602) 542-3184. Otherwise, for more information, ***ATTEND THE JANUARY 24, 1991, TRANSITION CONFERENCE!***

TRANSITION *continued*

Speaking of DOL: The Fall 1990 *Journal of The Association for Persons with Severe Handicaps* features an article entitled "School-Based Vocational Programs and Labor Laws: A 1990 Update." This appears to be the first publication which addresses the impact of the Fair Labor Standards Act on school-based vocational preparation programs since the DOL regulations were revised in 1989. This article was authored by William Halloran of the U.S. Department of Education, Office of Special Education, and M. Sherril Moon and William Kiernan of the Training and Research Institute for People with Disabilities at the Children's Hospital of Boston.

——— **Yahoo!!** ———

The new *Individuals with Disabilities Education Act* (IDEA) adds a new definition of "transition services," adds transition services to students' IEPs, and makes changes in transition programs authorized under Part C of the law.

The following is the new definition of transition services: "*Transition services means a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to postschool activities including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.*"

"*The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other postschool adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.*"

The new law also adds a specific reference to transition services to the overall definition of an "*individualized education program.*"

IEPs must now include "*a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and when determined appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting.*

In the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives."

For more information on how to include transition activities and services on the IEP, ***ATTEND THE JANUARY 24, 1991, TRANSITION CONFERENCE!***

——— **Transition Mission** ———

YOUR MISSION: Pick Up That Telephone! Vocational Rehabilitation (VR) is a program of the federal government and the Arizona Department of Economic Security (DES) that provides services to individuals with physical and/or mental disabilities to help them prepare for or maintain employment. While not every individual with a disability may be eligible to receive VR services, no disabled person will be denied the right to apply for vocational rehabilitation services.

WHO IS ELIGIBLE FOR SERVICES? To be eligible for VR services, a VR counselor must determine that the individual has a physical or mental disability which results in functional limitations serious enough to cause a substantial handicap to employment **and** VR services may reasonably be expected to help the individual gain or keep employment.

After an individual has been determined eligible for VR services, the client and VR counselor will jointly develop an Individualized Written Rehabilitation Plan (IWRP). This document spells out the responsibilities of both the state agency and the client to assure successful rehabilitation.

WHAT VR SERVICES MAY BE PROVIDED? Services are provided on an individual basis, and clients receive those services that they may need to become employed. Examples are evaluation of aptitudes and abilities to determine a vocational goal, counseling and guidance, work adjustment, training, orientation/mobility, rehabilitation teaching, physical/mental restoration*, tool/equipment/licenses required for employment*, and job placement.

Once clients are involved in a VR program, other services may also be available, as needed, to support efforts to complete their rehabilitation program. These may include interpreter services for the deaf, reader services for the blind, attendant care, books/training supplies*, transportation allowance*, financial assistance*, and management support for blind individuals engaged in vending stand operations.

**These services are based on a determination of client financial need.*

HOW TO APPLY FOR SERVICES? Contact the nearest Vocational Rehabilitation office or the DES district office serving your county.

(The above information is contained in the September 1988 DES-RSA: VR Brochure.)

TRANSITION *continued*

Intergovernmental Agreement: Over the past few years some Arizona school districts have been participating in intergovernmental service agreements with Vocational Rehabilitation. These agreements can provide special education students with additional vocational services to cover the cost the districts are incurring or to provide programs the district cannot provide. In addition to the above-mentioned services, this agreement has, in some districts, provided a VR Counselor directly on the high school campus. These assigned counselors can attend special education students' IEP meetings starting at age 16 to participate in present and future vocational planning. If your school district is interested in entering into an intergovernmental service agreement with VR, contact Skip Bingham or Wendell Akers of Rehabilitation Services Administration at (602) 255-5641. They are available to make presentations to schools on this topic.

For schools who are not participating in these intergovernmental agreements, VR counselors are still being assigned to high schools to handle student referrals being made during the student's last year in high school. Contact the VR office closest to your high school location and ask about the types of services they can provide for your students.

To meet Vocational Rehabilitation Counselors and learn more about VR services, ***ATTEND THE JANUARY 24, 1991, TRANSITION CONFERENCE!***

New Kid on the Block

Dr. Carolyn Hughes, Arizona State University, Special Education Programs, Farmer Building 305, (602) 965-1454. Dr. Hughes will develop a teacher preparation program in transition. To meet Dr. Hughes, ***ATTEND THE JANUARY 24, 1991, TRANSITION CONFERENCE!***

SpecialNet News

The Foundation for Exceptional Children is seeking communities that would like to initiate a **Team Work** program. **Team Work** assists youths (18-25) with disabilities who wish to find a job. Volunteers who are retired, older, or employed by corporations are recruited, trained, and matched one on one with youths in the program. The mentor and youth work together to prepare the youth for employment, find a job, and follow-up after the youth is employed. **Team Work** has been tested as a model for three years by the Foundation for Exceptional Children. Contact the Foundation if you wish to replicate **Team Work** in your Community. Foundation for Exceptional Children, 1920 Association Drive, Reston, VA 22091, (703) 620-1054. This topic will not be addressed specifically; however, ***ATTEND THE JANUARY 24, 1991 TRANSITION CONFERENCE!***

"Bestseller" List

The Fall 1990 Council For Exceptional Children Journal, *Teaching Exceptional Children*, features a "Special Focus: Transitions." This section of the journal highlights four articles on successful transition programs. These articles are: "School-to-Work: Elements of Successful Programs", "A Local Team Approach", "An Outcome-Oriented Vocational Process for Students with Severe Handicaps", and "Entering Postsecondary Programs: Early Individualized Planning."

CHILD FIND SEARCH to Serve

Rita Kenison, Child Find Coordinator

Video Tape Available

The "*Child Find: We Can Make It Happen*" plenary conference session was videotape recorded. This video features keynote presentations from Dr. Raun Melmed, Dr. Gloria Harbin and Meave Stephens-Dominguez. If you would like a copy, free of charge, mail in or drop off a VHS videotape and your copy will be mailed to you. For more information, call Selina Salazar at 542-3184 or 1-800-352-4558 (ask for Child Find and your call will be returned).

Public Awareness Campaign

State agencies involved in early identification of delays/disabilities have launched a joint campaign for informing the public. The campaign slogan is "**Every Step Counts.**" The following products can be ordered:

Developmental Guidelines English or Spanish	42 each
Poster re: Screening English or Spanish	07 each
Brochure for Parents English or Spanish	07 each
Brochure for Educators English or Spanish	07 each

For information about ordering, call Jill Stephens, Arizona Department of Education, (602)542-3088.

ARIZONA EdLink

by Norm Zimmerman

Kathryn Kilroy, Technology Services Administrator, Communications Services, has provided the Arizona Department of Education with the tools necessary for electronic communications. AZEdLink has been initiated and is operational. "That's nice, but what is AZEdLink?"

"It" is a bulletin board service that includes electronic mail and numerous news and information boards, from both inside and outside of Arizona. "It" includes a Special Education area for conference announcements, general (Sped) announcements, and Special Education News.

Utilizing hardware provided through an agreement with NCR Corp., and software provided by Leids Communications Ltd., the system is accessed through a modem and personal computer. Twenty-four-hour-a-day access is provided via local (Phoenix) and statewide (800 number) telephone lines. Note: there are no line charges to you.

What equipment is required?

1. any make personal computer with at least one disk drive.
2. a modem, (connects the computer to the phone line), any baud rate between 300 and 9600.
3. a telephone line.
4. an $80 fee, paid directly to Leids Communications Ltd. This fee includes your first year "Logon" privilege.

Users receive a customized disk configured for their system, the required communications software, a users manual, and their own unique Logon. Telephone assistance for installation and operation of the system is available from Leids Communications and the Arizona Department of Education.

Want to know more? Advertising information and subscriber forms are available by contacting:

John Cikalo, EdLink Sysop
Arizona Department of Education
1900 West Thomas, Room 2213
Phoenix, AZ 85015

Phone: (602) 255-5061

Cooperative Learning Wins Some, Loses Some

Before you jump on the cooperative learning bandwagon, you may want to think about whether to include students with disabilities.

A recent review of the research suggests that cooperative learning is a mixed bag for special education students. Such activities do seem to help interactions between disabled and non-disabled students, but they are of no guarantee of academic improvement for disabled students.

Some studies reported that special education students didn't suffer from working in small groups, but they didn't outperform those working individually. Other studies reported significant increases in disabled students' achievement after teachers brought cooperative learning tactics into class.

The varied task structures and methods of prize-giving in these studies made a difference in achievement, making it difficult to find factors leading to success.

The review did conclude, however, that in cases in which students rely solely on each other for practice, feedback and instruction, they need a high-ability student in their group to facilitate learning.

(For more information, see "*Cooperative Learning: Does It Improve the Academic Achievement of Students With Handicaps?*" *Exceptional Children, Vol 56, No.5, February 1990.*)

Health Education Training Offered

by Bobbie Stephenson

On May 1-2, 1991, the Comprehensive Health and Special Education Units of the Arizona Department of Education are offering a two-day training for school or district teams comprised of a special educator and a health educator on HIV/AIDS prevention education for children and youth with special education needs. The training and all materials will be provided free of charge. The training is designed as a train-the-trainer model and participants will be expected to return to their district/site and assist in training and to take the lead in educating both staff and special needs students. The training is limited to 25 teams so be looking for more information in the near future. We are looking forward to seeing you there.

BEST COPY AVAILABLE

The Arizona Collaboration Network

by David Lutkemeier

What Is It?

The collaboration network is an attempt by educators interested in collaborative service delivery models to establish a state network in order to learn more about collaboration and share their experiences with the collaborative/consultation service delivery model. The network is a non-profit collaborative volunteer effort and does not receive material support from a school district.

What Will It Look Like?

Initially, the collaboration network will consist of a three-time-per-year newsletter containing articles, program descriptions, and current information on books, articles and journals related to collaboration/consultation. In addition, we are planning one or two informal round-table meetings to discuss general topics and problem solving related to the implementation of collaborative approaches.

Who Should Join?

Any educator who is interested in learning more about, or sharing information concerning, the provision of services to special education and at risk students using collaborative and/or consultative approaches is invited.

To join, send a check for $5 (to help produce and distribute the newsletters and conduct other network services) along with your name, school district, address and telephone number to:

Kyrene School District
Attn: David Lutkemeier
8700 S. Kyrene Road
Tempe, AZ 85284

SEARCH to Serve

Rita Kenison,
Child Find Coordinator

Speakers

If your school or class is looking for speakers to address disability awareness, there are two "handi-capable" young women willing to do just that. Brenda Rogers and Barbara Bell have been visiting Valley classrooms to promote disability awareness. They explain how their canine companion dogs have literally opened new doorways for their independence. They also happen to be recent housemates. One is totally blind yet ambulatory, and the other is partially sighted and uses a motorized chair. They have been an inspiration to those they have visited.

If you would like to arrange an insightful visit to your class, call **Rita Kenison** at 542-3852 for more information.

Spring Advocacy Trainings

The ADE/Special Education Advocacy Services will be proyiding advocacy trainings to persons willing to volunteer one advocate assignment per year. Advocates receive training to assist parents of special education students in obtaining appropriate special education services. They also refer parents to family support services. Trainings are scheduled for: February 9, March 9, April 13 and May 11.

If you want to register for a training, call **Selina Salazar** at 542-3852 or 1-800-352-4558 (your call will be returned).

Upcoming Events

On April 24-25, a novel training seminar will be held at Round Valley Elementary in Springerville for service providers in Apache and Navajo Counties interested in learning how to screen young children through a community effort. They will be exposed to hands-on experience during the second annual community-based screening of local children ages birth - 5.

For more information, call Rita Kenison at 542-3852 or 1-800-352-4558 (your call will be returned).

Update on Requests for Products Printed by ADE/SES

We apologize for the delay in filling orders for the new parents' rights handbook and "Every Step Counts" products. Reprints are pending federal approval of the parent's rights handbook and completion of Spanish translations.

We also chose to fill the entire purchase orders with one mailing rather than track partial orders for English versions. They should be in the mail in March 1991.

TRANSITION

by Laura L. Love
Transition Services Specialist

Perspective

"When you have got an elephant by the hind legs and he is trying to run away,
it is best to let him run."

– Abraham Lincoln

Love Affairs

- Planning has started for a late spring-early summer conference on **"Vocational Evaluation of Students with Special Needs."** This conference will provide information on the various models of vocational evaluation from curriculum-based assessment to center-based assessment. While focus will be on identifying those components now present in school districts which can be utilized in vocational evaluation, this conference will also address the types of vocational assessment hardware and software available for ordering and/or purchasing. Report writing techniques will also be presented. Evaluation instruments and tools will be available for participants to "try-out" during the conference. Additional information and registration forms will be available around mid-March. *Contact Laura Love, 542-3184, for more information on this conference.*

- The **Transition Subcommittee** of the Statewide Coordination Council for Systems Change (SCCSC) has been reinstated. This committee is currently developing a multi-media technical assistance package on the Individuals with Disabilities Education Act (IDEA) transition mandate with a target audience of special education professionals. We expect this package to be piloted for use by schools during the opening of school year 1991-92.

Something to Write Home About

- ACTUALLY, we would like to call this **"Something to Write or Call Laura or Lillie About."** Hey, folks, we really want to hear from you!! Please write or call to tell us about all of the great happenings in your programs. We want you to brag to us about your transition programs, vocational assessment programs, special education students in vocational education programs, work experience programs, you name it!!! *Call Laura Love or Lillie Sly at 542-3184, or write to us at the Arizona Department of Education-Special Education Section, 1535 W. Jefferson, Phoenix, AZ, 85007.*

- The **National Association of Vocational Assessment in Education** (NAVAE) was officially formed as a special interest group of the Special Needs Division of the American Vocational Association (AVA-SND) in December, 1985. As an emerging organization, NAVAE's primary goal is to enhance the professional positions of personnel working in vocational assessment programs in education. The organization is committed to improving the delivery of vocational assessment services for individuals with special needs in education.

NAVAE's organizational goals and objectives are:

- Develop and maintain a systematic communication network among members on issues affecting vocational assessment in education
- Disseminate information relative to programs, research, and model development relative to vocational assessment in education
- Serve as a support group for school-based assessment personnel
- Establish and maintain cooperative relations with the Special Needs Division of the American Vocational Association and other professional organizations concerned with vocational assessment in education
- Provide input to relevant certifying and licensing agencies and organizations
- Promote relevant research concerned with vocational assessment in education
- Advocate ethical and effective practices in vocational assessment.

Membership is open to all individuals interested in or involved with vocational assessment in school settings. Dues are $10.00 annually and you do not need to be a member of AVA to join. *For membership information contact Richard Lombard, Ph.D., NAVAE Membership Chair, Department of Special Education, University of Wisconsin-Whitewater, Whitewater, WI, 53190.*

(Transition - continued on Next Page)

TRANSITION

Meanwhile, In The Labor Department

The **WAGE & HOUR UPDATE 1991** is now available from the U.S. Department of Labor. This update covers applicable federal and state wage laws, basic concepts of the Fair Labor Standards Act, employment of workers under special minimum wage certificates, Wage & Hour audit information, and general information on regulations. *Copies are available from Diane Reese, Compliance Officer, Federal Wage/Hour Division, U.S. Department of Labor, 300 W. Congress, FB-41, Tucson, AZ, 85701-1390, (602) 670-6772.*

THE SCHOOL-TO-WORK CONNECTION, a report on school-to-work transition issued jointly by the U.S. Departments of Education and Labor, charges that, "the U.S. system for transitioning from school to work is the worst in the industrialized world." The Labor Department has also issued a fact sheet of information about demonstration programs funded by the department in September 1990, to redesign school curricula to allow students to learn job-related subjects in a practical context. Among the projects is a $203,787 grant to the Electronics Industry Foundation that stresses recruitment from groups traditionally under-represented in technical training programs, including persons with disabilities. *Copies of the report, "The School-To-Work Connection," and a separate fact sheet describing the six demonstration programs are available free from the Assistant Secretary for Employment and Training, U.S. Department of Labor, Room S-2322, Washington, D.C., 20210.*

Yahoo!!

TRANSITION DRIVE-IN CONFERENCE: A big round of applause to all of you for your tremendous support for the Arizona Department of Education/Special Education Section's first statewide conference on school-to-adult life transition. This drive-in conference was held January 24, 1991, at the Grace Inn-Ahwatukee. Over 300 persons attended, including special education teachers, parents, administrators, vocational evaluators, work experience coordinators, psychologists, vocational rehabilitation counselors, advocates, developmental disabilities case managers, and university personnel.

Planning is underway for a TRANSITION '92 CONFERENCE, where we will provide specific information on strategies for compliance with the IDEA transition mandate. *If you have specific topics you want covered, presenters you want us to feature, or general recommendations for the '92 CONFERENCE, please contact Laura Love or Lillie Sly at 542-3184.*

TRANSITION

Transition Mission

***Your Mission:** Call your local office of the Job Training Partnership Act (JTPA) for information on the services they can provide to students in work experience programs!*

The Job Training Partnership Act has as its mission to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment.

Employment training is one of the many areas in which JTPA provides services. JTPA can provide job training, basic education, and work experience to **in-school** and out-of-school youth **ages 14-21**. Program includes some transportation, job orientation, social services referrals, counseling, **summer employment**, and assistance with securing employment in unsubsidized positions.

For more information, please contact the Arizona State Department of Economic Security's Job Training Partnership Act, 1300 W. Washington, Phoenix, AZ, 85005, 602/542-3957 for a referral to your local office.

SpecialNet News

- The Vocational Evaluation and Work Adjustment Association is pleased to announce the Fifth National Forum on Issues in Vocational Assessment. This forum, "Synergism - The Time is Now!", will be held March 7-9, 1991, at the Hyatt Regency Hotel, Denver, Colorado. *For more information contact Deborah Nolte, Program Chair, Mennonite Road, Wadsworth, OH, (216) 336-7040.*

- A new training manual is available for training educators/paraprofessionals in special vocational education/work experience on skills of supervision, instruction, and evaluation of students and for introducing paraprofessionals to activities of vocational work experience. The manual features nine competency training areas; more than 30 field tested activities; pages for making transparencies; and a bibliography of related services and materials. *Expanded Traditional Roles in Vocational Work Experience Programs: A Course in Preparation for Para-Educators is available for $25.00 from: EDRO Publications, P.O. Box 574, Portland, OR, 97207, (503)494-8313 (Pat Haley).*

"Bestseller" List

Ready, Willing, and Available: A Business Guide for Hiring People with Disabilities. Full copies free to *The President's Committee on Employment of People With Disabilities, 1111 20th St., NW, Suite 636, Washington, D.C., 20036-3470, or call (202)653-5044 (voice),(202)653-5050 (TDD), (202)653-7386 (FAX).*

In the Public (and Private) Eye

Horizon Elementary School

"Necessity is the mother of invention" is the phrase which comes immediately to mind when talking to Merril Harlan, Principal, about a program begun this year at Horizon School in Glendale Elementary School District. The sixth grade classes were overcrowded and there were no facilities available to create a new class. Since Horizon teachers had been involved for the last several years in exploring integrated settings for the handicapped students in the building, it was decided to combine a Multiple Handicapped class of eight students with 20 sixth graders.

School personnel met with the parents of all sixth graders to explain the program and ask for volunteers. The MDC teams were reconvened for the Special Education students to talk with the parents and to assure them that all of the IEP goals would be met under the new structure. Roger Baker, the special education teacher and Debbie Cole, a newly hired sixth grade teacher, team teach the class. Roger's specialty is science and Debbie is strong in the language arts, which makes a great combination. Specialists provide related services to the handicapped students in the classroom.

Is it successful? Parents of the special education students are ecstatic about the concept since their children are with non-handicapped peers all of the time. Parents of the other students say that an appreciation has developed with their children focusing on strengths, as opposed to alleged handicaps. The students don't realize that they are breaking barriers--they say "It's no big deal!"

The concept fits in to the overall theme of Horizon, which is that everybody is special and unique. Some people have advantages that we all don't possess, so we emphasize strengths.

Congratulations to the students and staff at Horizon School, and especially to Roger Baker and Debbie Cole. If you have questions, contact **Merril Harlan**, Horizon Elementary School, 8520 N. 47th Avenue, Glendale AZ 85302, (602)842-8200.

LATCH School

Special events at LATCH School, a private school for handicapped students, are always festive thanks to the talents of the physically and mentally disabled young adults who run the on-campus Print Shop.

Says Nancy Bucek, teacher at LATCH School, "It's a popular component of the classroom program as well as a way of meeting IEP goals in the areas of functional academics, vocational training, social and motor skills."

With the help of a specially adapted computer and firmware card, the students design and produce a variety of products including cards, stationery, banners, and signs. Students also manage all aspects of the business, including orders, advertising and banking.

For more information, feel free to contact Nancy Bucekor at LATCH School, 8145 N. 27th Ave., Phoenix AZ 85051, (602)995-7366.

New From NICHCY

The National Information Center for Children and Youth with Handicaps (NICHCY) has the following new publications:

A Parents Guide to Doctors, Disability and the Family. This parent's guide answers questions about selection of a primary care physician and about the process of organizing and working with a child's medical team. A list of questions to ask the doctor is included in this publication.

News Digest 14: EQUITY. This news digest explores the issues of equity and the education of girls and young women with disabilities.

A Parent's Guide: Planning A Move: Mapping Your Strategy. This is a new parent's guide to help families who are moving to another state, or another school district within their state. Included is a section for military families. This is a practical guide to help families plan their move and establish supports and services for their children with disabilities. Infant programs through secondary school are covered.

Transition Summary 6. Vocational Assessment. This is a broad subject with many ideas, policies and programs vying for our attention. This transition summary looks at many of the theories and offers an overview of current practices.

Single copies of the publications described above are available free from:

NICHCY
P.O. Box 1492
Washington, D.C. 20013
Phone: (800)999-5599 or (703)893-6061
TDD: (703)893-8614

TRANSITION

by Laura L. Love
Transitional Services Specialist

Perspective

"We can't all be heroes because somebody has to sit on the curb and clap as they go by."

-- Will Rogers

Love Affairs

PROJECT ACTT. The ADE-SES, in conjunction with the University of Arizona, Special Education and Rehabilitation, has submitted a funding proposal to the Office of Special Education Programs of the U.S. Department of Education, to enhance the capacity of selected communities in Arizona to provide a comprehensive transition planning process for all secondary special education students. ***PROJECT ACTT (Arizona Community Transition Teams)*** proposes to develop fifteen Local Community Transition Teams in targeted communities throughout the state. Priority will be given to the selection of rural communities, communities containing an extremely high proportion of minority or traditionally unserved/underserved youth, and communities located on Native American reservations. These teams, comprised of parents, educators, and adult agency representatives, would develop and implement community action plans designed to ameliorate locally identified barriers to effective transition planning. The project also proposes to develop and assist local communities in the implementation of an Individualized Transition Planning process for all secondary special education youth within their communities. The project also proposes to develop a variety of technical assistance resources for local communities to draw upon as they implement transition planning.

It is expected that, as a result of the efforts of this project, a number of significant improvements in transition services in Arizona will occur. First, the capacity of local communities to respond to the recent federal mandate for transition planning will be significantly enhanced. Second, young adults with disabilities will experience greater success in accessing services and realizing socially relevant post-school opportunities. Additionally, state agencies, local education agencies, and private service providers will experience greater cooperation and coordination through their participation in community transition teams.

Awardees of these federal grants will be notified around June, 1991. Should the ADE receive this 3-year grant award, an immediate priority will be hiring of project staff and identification and selection of participating communities. If your community is interested in being considered as a pilot site for this project, please contact the ADE-SES Transition project when calls for participation are publicized.

Something to Write Home About

The 16th Annual Arizona Vocational Technical Education Leadership Conference, ***LINKING FOR SUCCESS***, is scheduled for August 5-8, 1991 at the Westin La Paloma in Tucson. The **Vocational Special Needs** area will feature **Dr. Robert Schalock**, Professor and Chair of the Department of Psychology at Hastings College in Hastings, Nebraska. Dr. Schalock will present **"Trends in Transition"**. Dr. Schalock's publication, Economics, Industry, and Disability, won the Book of the Year Award from the President's Committee on Employment of Persons with Disabilities. Contact the ADE- Vocational Education Division at 542-3821 for more information on this conference.

Many of you have inquired about the conference on **VOCATIONAL EVALUATION OF SPECIAL NEEDS STUDENTS**. It has been postponed indefinitely.

Transition Mission

DETACH AND RETAIN! This volume of the Special Edition features a special segment titled, "*Implementation of the Transition Services Mandate,*" which immediately follows this column. **This segment contains important information** on the individuals with Disabilities Education Act mandate for transition planning for secondary special education students. Also, this segment was **designed to be detached and retained for use** by those professionals involved with transition planning for special education students. **Please ensure that you detach this article, copy as needed, and distribute to the appropriate persons.** ***THANK YOU!***

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TRANSITION

IMPLEMENTATION OF THE TRANSITION SERVICES MANDATE

Individuals with Disabilities Education Act (IDEA) mandates transition services for individuals with disabilities effective in Fall 1991. This article is devoted to assisting district and agency personnel with the IEP requirements. Additionally, this article has been designed to be used as a future resource to assist districts with the following:

- Selection of transition areas
- Procedures for including goals and objectives in the IEP
- Sample goals and objectives

Detach and retain for future use.

Definition of Transition

A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experience, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

IEP Requirements

The Office of Special Education Programs (OSEP) has determined that transition services must be included in the IEPs of students age 16 years and older and, if appropriate, for students age 14 years or younger, by the 1991-1992 school year. District personnel will determine whether special education teachers will include transition services in the IEP, either by the end of this year, or amend the IEP at the beginning of the school year 1991-1992 in an IEP conference.

By Fall 1991 the Individual Education Plan (IEP) must include

1) a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when appropriate for the individual, beginning at age 14 or younger); and
2) when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting.

In the case where a participating agency, other than the educational agency, fails to provide agreed-upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives.

TRANSITION

Areas To Be Considered When Developing Transition Plans

FINANCIAL & INCOME

Earned Income
Unearned Income (gifts/dividends)
Insurance (life/annuities)
General Public Assistance
Food Stamps
Supplemental Security Income (SSI)
Social Security Benefits
Trust/Will or Similar Income
Other Support

LIVING ARRANGEMENTS

With Family
Adult Foster Care
Intermediate Care Facility for Mentally Retarded
Group Home
Semi-Independent Living (supervised)
Share Living (roommate)
Independent Living (own house/apartment)
Other Living Arrangement

LEISURE & RECREATION

Specialized Recreation/Social Activities (Special Olympics)
Sports or Social Clubs (YMCA, Scouts, health clubs)
Community Center Programs
Community Colleges (craft classes, art, music)
Parks and Recreation Programs
Hobby Clubs
Independent Activities (e.g., bowling, tennis, etc.)

MEDICAL SERVICES & RESOURCES

Medical Care: Intermittent Care, Daily (long-term) Care
Medical Services: General Medical Services (check-ups, etc.), Medication Services, Dental Care
Medical/Accident Insurance
Financial Resources: Group Policy Available, Individual Policy, Medicaid, Other

POST-SECONDARY EDUCATION & VOCATIONAL TRAINING

On-The-Job Training (OJT)
Job Training Partnership Act (JTPA)
Community Colleges/Universities
Vocational Technical Centers
Community Based Education & Training
Competitive Employment
Supported Work Models
Volunteer Work
Rehabilitation Facilities

PERSONAL MANAGEMENT & FAMILY RELATIONSHIP

Household Management
Money Management
Social Skills
Hygiene Skills
Personal Counseling/Therapy
Safety
Parenting Skills
Health Aide/Home Attendant
Support Group
Respite Care
Visiting Arrangements
Churches

TRANSPORTATION

Independent (own car, bicycle, etc.)
Public Transportation (bus, taxi, train)
Specialized Transportation (wheelchair, van)
Specialized Equipment (electric wheelch. r)

ADVOCACY & LEGAL SERVICES

Guardianship/Conservatorship
Wills/Trusts, Other

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TRANSITION

SAMPLE

Transition Annual Goals and Short-Term Objectives

Goal: **Transportation**
The student will explore various types of transportation.

Objectives:
1. Given a bus schedule, the student will identify the bus route from home to the vocational center and will ride the bus to and from the vocational center for nine weeks.
2. After participation in a driver's education program, the student will obtain a passing score on the written test, road test and the vision test within a six-month period.

Goal: **Financial & Income**
The student will explore various sources of income.

Objectives:
1. After a visit to the Social Security Administration office, the student will complete an application for social security benefits, provide necessary documents, and submit application and documents within three months.
2. After participation in classroom activities on various sources of income, the student will identify six out of eight sources of income correctly.

Suggested Procedures for Implementing Transition Components of the IEP

1. LEAs shall ensure that IEPs which are developed or revised in the Spring of 1991, for implementation in the Fall, include transition components, as appropriate.
2. IEPs which do not include transition components by the end of FY 1991 shall be amended at the beginning of the school year 1991.
3. Transition services shall be included in the IEP by the time a student is 16.
4. LEAs shall develop procedures to determine when it is appropriate to include transition services in the IEP prior to age 16.
5. LEAs shall design a coordinated set of activities for each student, which promotes movement from school to the following post-school activities/services:
   - post-secondary education,
   - vocational training,
   - integrated employment (including supported employment),
   - continuing and adult education, and
   - community participation.
6. Annual goals included in the IEP shall be outcome-oriented.
7. When determining needed transition services, the IEP team shall include the student in goals setting and take into account the individual student's needs, preferences, and interests.
8. LEAs shall provide a coordinated set of activities which include:
   - instruction,
   - community experiences,
   - development of employment and other post-school adult living objectives,
   - acquisition of daily living skills, and
   - functional vocational evaluation.
9. When appropriate, the IEP shall include a statement of the interagency responsibilities or linkages, or both, before the student leaves the school setting.
10. The IEP team shall include representative(s) from appropriate adult service agencies.

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Dual Sensory Impairments Interactive Satellite Teleconference

Communication Assessment and Instruction and the Transdisciplinary Team Process, an interactive satellite teleconference for the Planning and Implementation of Communication Programs for Students with Dual Sensory Impairments, is scheduled for September 26, 1991, from 1-3 p.m. and November 7, 1991, from 2-4 p.m.

This teleconference, featuring Dr. June Downing from the University of Arizona and Kathleen Stremel from the University of Southern Mississippi, will provide information and training for parents, teachers, and specialists regarding strategies to foster the development of communication skills for students with dual sensory impairments through the use of transdisciplinary teams.

For more information, contact **Emma Wiseley**, Arizona Deaf-Blind Project, Arizona State School for the Deaf and the Blind, 1200 W. Speedway/P.O. Box 5545, Tucson AZ 85703-0545 or call (602)628-5698 collect.

Educational Rights of Handicapped Students

Arizona Center for Law in the Public Interest Training

Tuesday, Sept. 17, 1991	9:00 a.m. - 2:30 p.m.
Friday, Sept. 27, 1991	9:00 a.m. - 2:30 p.m.
Wednesday, Oct. 16, 1991	9:00 a.m. - 2:30 p.m.
Wednesday, Nov. 6, 1991	9:00 a.m. - 2:30 p.m.

The Arizona Center for Law in the Public Interest offers in-depth training classes on the following areas: *the Individuals with Disabilities Education Act (I.D.E.A.)* (formerly the Education for the Handicapped Act or EHA); *Section 504 of the Rehabilitation Act of 1973*, and *Self-Advocacy*.

The class is offered **free** to provide parents and professionals with an opportunity to examine many of the current issues facing special education today.

The training classes will be held at the Center's office located at 3724 North 3rd Street, Suite 300, Phoenix. Please contact Judith Hale at 274-6287 to reserve space in one of the trainings. Space is very limited so only 20 people can be accommodated at each training.

Pilot Parent Partnerships

Pilot Parent Partnerships is an active network of families whose children have disabilities or special needs. Developed in Arizona in 1979, this partnership is based on the belief that parents of children with disabilities benefit from sharing experiences and information with other families. Programs are guided by a Board of Directors composed of parents and professionals from around the state.

Through parent staff and volunteers in chapters throughout Arizona, Pilot Partner Partnerships offers:

- practical information and emotional support by connecting parents with other parents, by phone and in person.
- referral to other services, including programs for children, parent groups, and community resources.
- printed resource materials on disabilities and related topics.
- a bi-monthly newsletter.
- a lending library of books and tapes.
- assistance in developing and coordinating support groups.

Pilot Parent Partnerships provides this help to parents of infants, toddlers, preschoolers, elementary, high school and transition age youngsters. This is done by parents who staff the program as well as experienced and trained parent volunteers.

Judie Walker - Educational Director
Trini Ferra - Education Coordinator
Joanne Olivas - Education Coordinator (Spanish Outreach)
Gloria Zimmer - Education Coordinator (Preschool Transition)

There are also regional parent consultants in many rural areas of Arizona.

Pilot Parent Partnerships try to help parents to become more knowledgeable in their children's educational process and more confident in their role, thus enabling them to make informed decisions. Building partnerships between parents and school professionals is stressed.

A workshop for parents of children who are new to the school system is scheduled in September. There will be a workshop on IEPs in October. The Parent-to-Parent Conference is scheduled for April 24-27, 1992. For more information on Pilot Parent Partnerships or any of the activities, contact:

Pilot Parent Partnerships
150 E. Highland Ave., #105
Phoenix, AZ 85016
(602)468-3001
1-800-237-3007 (within Arizona)

TRANSITION

by Laura L. Love
Transition Services Specialist

Perspective

"When opportunity knocks, some people are in the backyard looking for four-leaf clovers."

Transition Mission

YOUR MISSION: I.D.E.A. Transition Planning! Beginning this Fall, and annually thereafter, the IEP must include a statement of the needed transition services for students beginning no later than age 16, including, when appropriate, a statement of the interagency responsibilities or linkages before the student leaves the school setting. The following is a sample list of possible participants in transition planning for students.

Transition Planning Participants

Consumer
- Student
- Parent(s)/Guardian

School Personnel
- Special Education Teacher/Admin.
- Regular Education Teacher/Admin.
- Vocational Ed. Teacher/Admin.
- Transition Specialist
- Vocational Evaluator
- Voc. Special Needs Coordinator
- Psychologist
- Social Worker
- Guidance Counselor
- Related Services Personnel

Adult Services Personnel
- Vocational Rehabilitation Counselor
- Developmental Disabilities Case Manager
- JTPA Representative
- Behavioral Health Services Rep.
- Employment Services Representative
- Residential Services Provider Rep.
- Community College Representative

Something to Write Home About

In October 1990, the ADE-SES in conjunction with the Department of Special Education/ Rehabilitation at the University of Arizona administered a statewide survey to district directors of special education titled, *Survey of Transition Planning and Technical Assistance Needs*. Included within this population, serving secondary special education students, were public schools, state approved private schools, and juvenile corrections facilities.

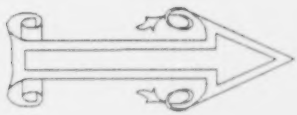
Survey respondents were asked to indicate the current level of transition planning taking place in their setting. Respondents were also requested to identify technical assistance needs as related to transition planning. Also solicited were issues/barriers encountered in developing transition services.

To those of you who completed and returned surveys ...

Thank You!

We had a *tremendous* return of survey responses. Your feedback will be instrumental in helping us to determine the current status of transition planning in Arizona schools. The information you provided will also guide our efforts to provide technical assistance in meeting your needs.

The results of this transition planning survey are depicted on the following pages of this volume of the *SPECIAL EDition*.



TRANSITION

Survey of Transition Planning and Technical Assistance Needs In Arizona Local Education Agencies (LEAs)

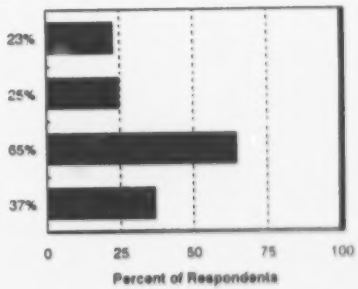
What is the current status of transition planning?

LEAs belonging to a **local interagency transition task force**

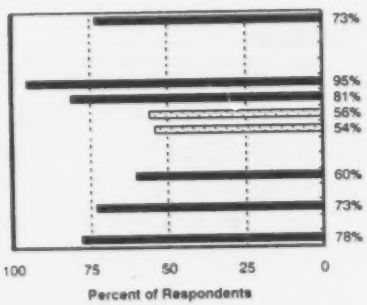
LEAs belonging to a **local interagency transition task force in which there is a formal written agreement between the task force agency members**

LEAs reporting the **existence of a formal process by which confidential student information can be shared with adult service agencies**

LEAs reporting a **school district employee with specific responsibilities associated with transition planning**



What is the status of individualized transition planning?



LEAs reporting that they **conduct individualized transition planning for special education students**

Specific **strategies identified** by LEAs **in conducting individualized transition planning**

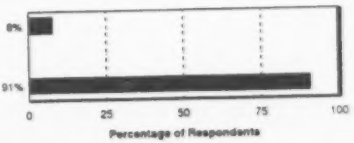
- ***Refer student to adult agencies***
  - Refer to Division on Developmental Disabilities
  - Refer to Rehabilitation Services Administration
  - Refer to Jobs Training Partnership Act
- ***Conduct site visits to adult agencies***
- ***Conduct individualized transition planning meetings***
- ***Provide students with information about vocational-technical training, community colleges, universities, and other post-secondary educational institutions***

TRANSITION

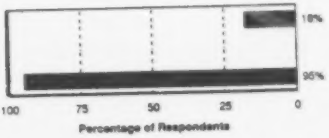
What is the status of and perceived need for conducting local needs assessments?

LEAs that have **conducted a comprehensive local needs assessment** of school programs and adult services to identify needs/gaps in the current service delivery system

LEAs that expressed an **interest in participating in conducting a local needs assessment**



What is the status of and perceived need for conducting follow-up surveys of former special education students?



LEAs that have **conducted a follow-up study to assess the post-school adjustment and service delivery needs of special education students**

LEAs that expressed an **interest in conducting follow-up studies of former special education students**

What are the most pressing needs for technical assistance and training among LEAs?

- Developing linkages with employers and businesses for community-based training
- Accessing services from adult service agencies
- Training school personnel on transition planning
- Conducting vocational assessments
- Conducting follow-up surveys to assess the post-school adjustment of former students
- Developing work experience programs
- Integrating special education into vocational education programs
- Providing parents with information on transition planning
- Developing and providing community-based instruction
- Training adult service agency personnel on transition planning

What are the predominant issues or barriers that LEAs identify in developing transition services in their communities?

- Rural location
- Minimal adult services available locally
- High unemployment/poor local economy
- Lack of support, funds, or personnel from school
- Lack of interagency coordination
- Lack of transportation options
- Lack of community-based training sites
- Lack of adult residential options

(Continued on next page)

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(Transition, continued)

Selecting Teachers for SELECT Courses

Starting in Spring 1992 the ADE-SES's **SELECT** Program (*Special Education Learning Experiences for Competency in Teaching*) will offer coursework in the area of **Secondary Transition**. Since university credit will be given to participants, qualified instructors will need to meet university requirements for adjunct faculty. Persons interested in teaching one of these courses will be required to have a masters degree and experience in secondary special education, transition preparation of students with disabilities, adult service linkages, and teaching adult learners.

Interested persons need to send a vitae, a letter of introduction, three letters of recommendation and transcripts **by October 4, 1991**, to Laura Love, Special Education Section, Arizona Department of Education, 1535 W. Jefferson, Phoenix, AZ 85007.

Requesting Proposals for Presentations at the 2nd Annual Transition Conference

The *2nd annual statewide Secondary Transition Conference* requests proposals for presentations at the January 1992 conference in Phoenix. **Deadline for proposals is October 18, 1991**. *Call for Papers* application forms can be obtained by contacting Laura Love or Lillie Sly at (602) 542-3184.

Compiling Promising Practices in Transition

The ADE-SES is in the process of developing a compendium of successful transition programs in Arizona. *Arizona's Promising Practices in Transition* will be a compendium highlighting successful transition practices and programs in Arizona schools. **Deadline for applications is October 11, 1991**. Contact Laura Love or Lillie Sly at 542-3184 for an application form.

What do I say? What do I do?

Tips for times with children who have disabilities

by Dave Taylor

Act naturally. Be you. There often is a tendency to either ignore a disabled child, or over-attend. Like Goldilocks, pick the amount of attention that is "just right."

Assume the child is bright. Talk as you would to any child until you are told to do otherwise. It is better to talk up to someone than talk down.

Talk to the child, not to the attendant, parent, or teacher.

Establish eye contact. This may mean sitting down, comfortably half kneeling, or moving to one side (if the child cannot look straight ahead). Avoid standing behind the wheelchair and talking. Many children rely on facial cues, gestures, and clear hearing to understand all that you are saying.

Wait for replies....patiently. Repeating a question too soon may interrupt a child who is attempting to formulate an answer.

Keep conversation about a child's wheelchair to a minimum, not because it is insulting (it isn't), but because often it is all people find to talk about (e.g., "I bet you can zoom around in that thing! I wish I had one. How fast does it go? Can I ride? How long do the batteries last?"). A little wheelchair talk is okay, but move to other topics that are more interesting to the child.

It is fine to use phrases like, "I have to run now" to a child in a wheelchair.

Many children cannot help drooling. Saliva won't kill you. Don't be hesitant to wipe someone's mouth (with their permission) or hold a hand that is wet.

Yes, touching is okay. Holding hands, hugging or a pat on the back are appropriate if they are something you would do with any child. A pat on the head is not okay. Typically it is a condescending gesture. Appropriateness is the key. Keep in mind that some children are too affectionate and need to learn proper social interaction.

Ask permission before you help a child. Ask the parents, too, if they are present--but ask the child first.

When lifting children, first show them and then tell them where they will be set down.

A child with a disability can misbehave just like any other child: to not mince words, they can be snotty or they can be nice. Don't let yourself become so tolerant that you allow clearly unacceptable behavior.

Don't feel as if everything you have to say needs to be funny or light. Serious topics are welcomed. Some children appreciate a break from laughing because they cannot control that response very well.

(Reprinted from Project ACTIVE (All Children Totally Involved Exercising), a National Diffusion Network project sponsored by the U.S. Department of Education. For more information, contact ***Joe Karp****, Director, Northshore School District, 18315 Bothell Way N.E., Bothell, WA 98011.*

Funding Issues

by Shirley Bowman

Remember that FY91 Completion Reports are due no later than September 15, 1991. The sooner you submit, the sooner we can get your carryover amendment approved.

Speaking of carryover amendments, the amendment instructions and forms were disseminated in August. If you have not received your packet, please let us know. We have included some notes and *hints* in the packet to assist you in expediting your amendments.

And, of course, we mustn't forget about CASH MANAGEMENT REPORTS. Those instructions and forms are going out to you the first week in September. Be sure to look for this most important packet. Those of you with applications amounting to $50,000 or more MUST submit your first report by OCTOBER 15, 1991.

Please feel free to call me at 542-3850 if you have ANY questions regarding 6B Entitlement funding.

Best wishes as we embark on another exciting school year!

Indian Children's Program

The Indian Health Service (IHS) and Bureau of Indian Affairs (BIA) announce the re-establishment of the **Indian Children's program.** This program will provide diagnostic and treatment consultation to children with suspected disabilities from the Navajo and Hopi Reservations and the multiple Pueblo tribes in Arizona, New Mexico, and Southern Colorado.

The forms needed to refer students for services are available from BIA and IHS coordinators, mental health centers, public schools, and Head Start Programs. Parents are encouraged to contact the teachers or directors in these agencies to refer their children for services.

Every effort will be made to match children with appropriate services; to enhance the number and quality of services available; and, where necessary, to provide additional services, training, and consultation to better meet the needs of children and their families.

For additional information and referral forms, contact **Ela Yazzie-King**, P.O. Box 920, Ft. Defiance, AZ 86504, or call (602)729-5986.

Teacher Perceptions of Disabled Students' Behavior

Disabled students may exhibit no more problem behaviors in mainstream classrooms than do their nonhandicapped peers--even though their teachers may judge them differently.

That conclusion is suggested in a new study by researchers at the University of Minnesota. The researchers sent observers into classrooms in suburban Minneapolis-area elementary schools to watch students for about an hour and note the number of times they displayed behaviors their teachers considered bothersome. The behaviors, numbering 60 in all, ranged from lying down to looking out the window to rolling pencils.

Observers were also asked to rate the students' behavior separately to determine whether their perceptions of the students were related to the actual data they collected.

The pupils observed included 35 at-risk, 30 handicapped, and 35 nonhandicapped students.

In both observational data and on behavior ratings, the observers saw no differences in the frequency of bothersome behaviors exhibited by all three groups. They did find, however, that boys tended to be more disruptive than girls in the classes.

There were clear differences, however, between the groups in the teachers' ratings of students. The teachers said, for example, that the nonhandicapped students spent significantly less time than both at-risk students and disabled students staring out the window, daydreaming, or engaging in other behaviors the researchers classified as "passive withdrawal."

The teachers also reported more problem behavior in boys than in girls.

"What we found seems to support the model that the children are not viewed as disturbed, but as disturbing to those who work with them," said Karen J. Roschelle, the doctoral student who presented the study this month at a meeting of the American Educational Research Association in Chicago.

She noted that the issue was important because teacher perceptions help determine whether students are classified as handicapped.

"Clearly," she stated, "further research is needed to explore the complex relationship between teacher tolerance, teacher-identified bothersome behaviors, and special-education referral."

(Ref. Education Week, April 24, 1991)

TRANSITION

by Laura L. Love
Transition Services Specialist

This edition of the Special Edition is devoted to Arizona's newest transition initiative...

Project ACTT:
Arizona Community Transition Teams

The Arizona Department of Education/Special Education Section (ADE-SES) was recently awarded a three-year federally funded project from the U.S. Department of Education, Office of Special Education and Rehabilitative Services. **Project ACTT: Arizona Community Transition Teams** is a collaborative effort between the ADE-SES and the University of Arizona/ Division of Special Education and Rehabilitation. The purpose of **Project ACTT** is to provide technical and financial assistance to local communities in order to enhance the transition of youth with disabilities from school to adult living.

Project ACTT will assist a total of 15 communities (five each year of the project) to develop and sustain a ***Local Community Transition Team***.

You may be asking, *"What is a **Local Community Transition Team**?"*

A ***Local Community Transition Team*** may best be defined as a small group of students, parents, educators, service providers and employers who share a common concern for the adult adjustment of the young adults with disabilities in their communities. It is especially important that the team includes representation from the local educational agency as well as the various adult service provider and funding agencies since one of the major functions of the team is to evaluate how services currently are structured for youth with disabilities and to identify and implement changes to improve these services.

Project ACTT will provide ongoing, onsite technical assistance to each ***Local Community Transition Team*** in identifying the transition needs of its community, and developing and implementing a strategic plan in order to address these identified needs. **Project ACTT** will provide each ***Local Community Transition Team*** with financial "seed grants" in order to facilitate the implementation of its strategic plan.

Project ACTT also will provide communities throughout Arizona with technical assistance, information, and training regarding Individualized Transition Planning, as currently mandated by the Individuals with Disabilities Education Act (IDEA).

Five communities will be selected by an advisory council for participation in the project each year. The selected communities will receive intensive and ongoing assistance from the project personnel in developing and sustaining a ***Local Community Transition Team***.

Attached you will find a one-page abstract of the project, with a ***Community Profile*** on the back side. We urge you to complete and return the ***Community Profile*** if you are interested in a ***Local Community Transition Team*** in your community. The five teams selected for participation in the first year of the project will be notified by Dec. 20, 1991, with initial meetings scheduled during January 1992. Selection priority will be given to rural communities, to Native American communities, and to communities demonstrating a large number of minority or ethnically diverse students.

Community Profiles were mailed to all Special Education programs in Arizona. Should you have any questions regarding the project, or need additional information in completing your ***Community Profile***, please contact Laura Love, Project Director at (602) 542-3184, or Dr. Michael Shafer, Project Coordinator at (602) 621-1132.

All profiles must be received by Dec. 11, 1991, in order to be considered.

V2 (5) W91

The Arizona Department of Education
Special Education Section

is pleased to announce

Project ACTT: Arizona Community Transition Teams

a three-year Multi-District Outreach Project #H158Q10026
funded by the U.S. Department of Education

Project ACTT will provide technical and financial assistance to local communities in order to enhance the transition of youth with disabilities from school to adult living. **Project ACTT** represents a collaborative effort between the Arizona Department of Education/Special Education Section and the University of Arizona/Department of Special Education and Rehabilitation. Using these combined resources, **Project ACTT** is structured around the following goals:

- **Project ACTT** will assist a total of 15 communities (five each year of the project) to develop and sustain a ***Local Community Transition Team***. These teams will be comprised of educators, parents, adult agency representatives, and community representatives.
- **Project ACTT** will provide ongoing, onsite technical assistance to each ***Local Community Transition Team*** in identifying the transition needs of its community, and developing and implementing a strategic plan in order to address these identified needs.
- **Project ACTT** will provide participating communities with financial "seed grants" in order to facilitate the implementation of their strategic plans.
- **Project ACTT** will provide communities throughout Arizona with technical assistance, information, and training regarding Individualized Transition Planning, as currently mandated by the *Individuals with Disabilities Education Act (IDEA)*.

Arizona communities interested in developing a ***Local Community Transition Team*** through Project ACTT are required to complete a ***Community Profile*** and return to **Project ACTT** IMMEDIATELY. ***Community Profiles*** have been mailed to all Special Education programs in Arizona. Interested communities needing a ***Community Profile***, or for additional information on **Project ACTT**, please contact:

Laura Love, M.Ed., Project Director
Project ACTT
Arizona Department of Education
Special Education Section
1535 West Jefferson, Phoenix, AZ 85007
(602) 542-3184

Michael Shafer, Ph.D., Project Coordinator
Project ACTT
University of Arizona/College of Education
Special Education and Rehabilitation
Tucson, AZ 85721
(602) 621-1132

Deadline for receipt of *Community Profile* **is** *Dec. 11, 1991.*

PROJECT ACTT: ARIZONA COMMUNITY TRANSITION TEAMS

COMMUNITY PROFILE

Your Name: _____

Your Job Title: _____

Agency/Organization You Represent: _____

Please Check One.

_____ Local Education Agency

_____ Adult Service Provider Agency

_____ Advocacy Organization

_____ Self

_____ Other (Specify: _____)

Your Mailing Address: _____

Your Telephone Number: _____

Currently, does there exist any type of interagency group/task force in your community that is concerned with the transition of youth with disabilities from school to adult living? (CHECK ONE)

_____ No _____ Don't Know _____ Yes

If you answered "YES" to the preceding question, please identify the members of the group and the purpose or function of the group.

_____

_____

_____

_____

How would you describe your community?

_____ A community located within a Native American reservation

_____ An urban community in which a significant number of young adults with disabilities are of minority or culturally diverse heritage

_____ A rural community in which a significant number of young adults with disabilities are of minority or culturally diverse heritage

_____ An urban community in which the majority of students are not of minority or culturally diverse heritage

_____ A rural community in which the majority of students are not of minority or culturally diverse heritage

Please complete other side also.

(please detach form and mail to address below)

If a *Local Community Transition Team* is formed in your community would it represent:

_____ A single high school within a multi-high school district

_____ A school district with a single high school

_____ A school district with more than one high school

_____ A consortium of more than one school district

In applying for selection consideration as a *Local Community Transition Team*, it is assumed that there exists administrative support for active participation in the project and a commitment to implement the recommendations of the *Local Community Transition Team*. In the space below, identify school administrators who have been contacted regarding this profile and are in a position to discuss a school (district's) commitment to the project. These individuals may be special education program directors, building principals, or superintendents.

NAME	TITLE	REPRESENTING	TELEPHONE

At the present time, who within your community might also serve on the *Local Community Transition Team*? (e.g., Vocation Rehabilitation, Division of Developmental Disabilities, Community Colleges, local provider agencies).

NAME	REPRESENTING	TELEPHONE

Once you have completed this profile, please return it to:

Michael S. Shafer, Ph.D.
Project ACTT
University of Arizona
Department of Special Education & Rehabilitation
Tucson, AZ 85721
(602) 621-1129

All profiles must be received by December 11, 1991 in order to be considered.

TRANSITION

Perspective

"Challenges are simply opportunities with the wrapping still on."

Project ACTT
Arizona Community Transition Teams

The ADE-SES is extremely proud to announce the six communities selected to develop **Local Community Transition Teams** in our new federally-funded transition program, **Project ACTT**. The communities for the first year of the project are:

- Buckeye
- Kingman
- Pinetop-Lakeside
- Flagstaff
- Cochise County
- Amphitheater

The ADE-SES thanks all of the communities who applied for participation in the first year of **Project ACTT**. The selection process was extremely difficult as we wanted to be able to involve each applicant in this exciting transition initiative. Initially, only five communities were to be selected to participate in the first year of **Project ACTT**, however, due to the overwhelming response from the fifty communities who applied, we selected six communities. For those communities not selected to participate in this first year, the ADE-SES encourages you to apply for participation next year.

Arizona Follow-Along Project

The ADE-SES received funding from the U.S. Department of Education for a two-year study of the postschool outcomes of students receiving special education services in Arizona. The **Arizona Follow-Along Project** is a collaborative effort between the ADE-SES and Arizona State University-West. Approximately 300 special education students who successfully left school during the 1991-1992 school year (by graduating or aging-out) and 150 special education students who dropped out of school during the 1991-1992 school year will participate in the follow-along study, along with their parents/guardians and primary teacher. For more information on the **Arizona Follow-Along Project** please refer to the full-page announcement contained in this section or contact Laura Love, Project Director, **Arizona Follow-Along Project**, ADE-SES, (602) 542-3184.

1992 Transition Conference

On February 27 and 28, 1992 the ADE-SES sponsored ***Invent the Future***, the second annual transition conference on students with disabilities. The conference was held at the Safari Resort and Conference Center in Scottsdale and was attended by over 325 persons.

The featured keynote speaker for the first day of the conference was Dr. Paul Wehman of Virginia Commonwealth University. The luncheon keynote was presented by Sherri Roberts of The ARC. Seminar sessions included transition topics on supported employment, Carl Perkins legislation, IDEA transition services legislation, labor laws, traumatic brain injury, parent and student perspectives, independent living, vocational rehabilitation, therapeutic recreation, middle school transition, positive affirmations in the classroom, and intergovernmental agreements. A southwestern social hour, sponsored by the Arizona Federation-Council for Exceptional Children, was held at the end of the first day of the conference.

The second day of the conference featured a training on developing and writing transition services in the IEP. Participants worked in small groups to develop long-range plans, present levels of performance, statement of needed transition services, annual goals, short-term instructional objectives, and statements of interagency linkages for a variety of student scenarios. This day-long working session produced a compendium of long-range transition plans and IEPs with transition services for students with disabilities. This compendium will be printed and distributed in Spring 1992 as a transition services resource document.

The ADE-SES extends a sincere thank you to the following organizations for their assistance with the conference: University of Arizona-Special Education and Rehabilitation; Rehabilitation Services Administration; Arizona Federation-Council for Exceptional Children; and Pilot Parent Partnerships, Inc. If you were unable to attend the transition conference this year and would like a copy of the conference packet, please contact Faye Horne, ADE-SES, Transition Program, (602) 542-3184. Limited copies are available.

The Arizona Department of Education
Special Education Section

is pleased to announce the

Arizona Follow-Along Project

a two-year State Agency/Federal Evaluation Study #H159A10008
funded by the U.S. Department of Education

The **Arizona Follow-Along Project** will establish a system for collecting and using student follow-along information at state and local levels to assess educational services and post-school outcomes for students who have received special education services. The **Arizona Follow-Along Project** represents a collaborative effort between the Arizona Department of Education, Special Education Section and Arizona State University-West, Department of Special Education, Division of Curriculum and Instruction. Using these combined resources, the Arizona **Follow-Along Project** is structured around the following goals:

- The **Arizona Follow-Along Project** will implement a system for collecting follow-along information that has the capacity to describe the post-school community adjustment of students who have received special education services. The sample of special education students will include school completers and drop-outs of all disability groups. Data will be collected during the student's last year in high school, and again during their first year out of school. Information will be collected from students and their parents in the areas of student and family characteristics, school services needed and received, school achievement, quality of life while in school, post-school services needed and received, and quality of life out of school. A computer-assisted telephone interview will be used to collect this information. The student's primary special education teacher will provide information through a self-administered questionnaire.

- The **Arizona Follow-Along Project** will implement a system for using follow-along information at state and local levels to achieve improvements in programs and policies serving students and young adults with disabilities. The **Arizona Follow-Along Project** will also provide technical assistance to state and local staff as they use the follow-along information to examine policies and programs. Included in this goal will be the identification of the necessary resources to maintain follow-along studies in Arizona once federal funds are withdrawn.

As a result of the **Arizona Follow-Along Project**, state agencies, local education agencies, and private service providers will be able to examine the impact and effectiveness of transition services, and implement appropriate action to achieve improvements in education and transition programs for youth with disabilities. In turn, young adults with disabilities will experience an enhanced preparation for post-school opportunities and greater success in accessing needed transition services.

The ADE-SES and ASU-West needs your assistance in conducting this mutually important study of the post-school outcomes of Arizona youth with disabilities. Please assist us when you are contacted by project staff to locate prospective students, parents, or teacher participants.

Laura Love, M.Ed., Project Director
Arizona Follow-Along Project
Arizona Department of Education
Special Education Section
1535 West Jefferson, Phoenix, AZ 850074701
(602) 542-3184

Ida Malian, Ph.D., Project Coordinator
Arizona Follow-Along Project
Arizona State University-West
Department of Special Education
West Thunderbird, Phoenix, AZ 85069
(602) 543-6300

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TRANSITION

Vocational Evaluation Institute

The ADE-SES conducted its first institute on vocational evaluation of students with disabilities. The institute was held on February 6, 1992 at the Airport East Holiday Inn. The featured trainer for this institute was Karen Pell of Auburn University. Ms. Pell provided background information on the historical development of vocational assessment, including the provisions for vocational evaluation in the IDEA. Common elements and differences between curriculum-based assessment, situation assessment, and center-based assessment were discussed. Methods for collecting and interpreting vocationally relevant data were presented. The focus of the training was on identifying student needs based on functioning, and going beyond "labels" to **life goals**. The ADE is planning to conduct a second institute in May, 1992, and a third institute in Fall, 1992.

Love Affairs

On March 13, 1992 the ADE-SES submitted a proposal to the U.S. Department of Education, Office of Special Education and Rehabilitative Services for funding for a five-year transition systems change project. The **ADULTS Program** (**A**rizona **D**eveloping **a**nd **U**sing **L**eadership for **T**ransition **S**ervices) is a collaborative effort between the Arizona Department of Education-Special Education Section, Arizona Rehabilitation Services Administration, and the University of Arizona-Special Education and Rehabilitation. If funded, the intent of the **ADULTS Program** is to create and sustain the momentum to improve the current structure and process by which youth with disabilities experience the transition from school to adulthood. The **ADULTS Program** proposes to provide technical support in transition services to local communities; to enhance the capacity of local communities to identify and respond to the transition needs of youth with disabilities; to support demonstrations of innovative and best practices in secondary and transition services for youth with disabilities; and to create the capacity for sustained statewide changes in policies, procedures, and funding mechanisms affecting transition age youth with disabilities. The ADE-SES will receive funding notification in Summer-Fall 1991.

Update on Vocational Rehabilitation

Just a reminder that referrals to the Division on Vocational Rehabilitation for vocational rehabilitation services should also be considered for students with visual impairments, physical impairments, and mental retardation. For more information contact your local vocational rehabilitation office.

"Bestseller" List

The September 1991 edition of **TRANSITION SUMMARY** features "*Options After High School for Youth with Disabilities.*" This issue includes information on self-determination, employment options, adult systems, reasonable accommodation, the importance of keeping records, SSI/SSDI work incentives, and postsecondary education and training opportunities. **TRANSITION SUMMARY** is published once each year. Individual subscriptions in the United States are FREE! For further information please contact NICHCY, P.O. Box 1492, Washington, DC, 20013, or call 1 (800) 999-5599, or (703) 893-8614 (TDD). If you would like a photocopy of this issue, contact Faye Horne, ADE-SES, Transition Program, (602) 542-3184.

A Gentle Reminder

In developing IEPs for school year 1992-1993, we remind you that the IEP team MUST consider the student's need for transition services. If the student is age 16 or older, transition services MUST be included in the IEP. In other words, a statement of needed transition services with accompanying annual goals and short-term instructional objectives MUST be in the IEP for all students from age 16 on.

Also, if the student is leaving school services (graduating, aging out, or dropping out), the IEP team MUST discuss the student's need for services offered by other agencies such as vocational rehabilitation, community colleges, developmental disabilities, etc. If a need is identified, then the IEP team MUST include a statement in the IEP which identifies the agency and service which could meet the student's needs. Contact Laura Love or Lillie Sly, ADE-SES, (602) 542-3184 for more information.

Transition Information Resources and Clearinghouses*

Association on Handicapped Student Service Programs in Postsecondary Education (AHSPPE) - P.O. Box 21192, Columbia, OH 43221. Telephone: (614) 488-4972 (Voice/TDD).

Clearinghouse on Disability Information - Office of Special Education and Rehabilitative Services (OSERS), Room 3132, Switzer Bldg., 330 C Street SW, Washington, DC 20202-2524. Telephone: (202) 732-1723.

ERIC Clearinghouse on Adult, Career, and Vocational Counseling - Ohio State University, Center on Education and Training for Employment, 1900 Kenny Rd., Columbus, OH 43210-1909. Telephone: (614) 292-4353, 1 (800) 848-4815.

ERIC Clearinghouse on Handicapped and Gifted Children - Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589. Telephone: (703) 620-3660.

Materials Development Center (MDC) - Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751. Telephone: (715) 232-1342.

National Center for Research in Vocational Education (NCRVE) - NCRVE, University of California at Berkeley, 2150 Shattuck Avenue, Berkeley, CA 94704-1306. Telephone: (415) 642-4004.

National Center for Youth with Disabilities (NYCD) - NYCD, University of Minnesota, Box 721 UMHC, Minneapolis, MN 55455. Telephone: 1 (800) 333-6293 (Voice); (612) 626-2858; (612) 624-3939 (TDD).

National Clearinghouse on Postsecondary Education for Individuals with Disabilities (HEATH Resource Center) - One Dupont Circle, Suite 800, Washington, DC 20036-1193. Telephone: 1 (800) 544-3284 (Voice/TDD).

National Rehabilitation Information Center (NARIC) - NARIC, 8455 Colesville Road, Suite 935, Silver Spring, MD 20910. Telephone: 1 (800) 346-2742 (Voice/TDD).

Other National Information Resources*

American Vocational Association (AVA) - AVA, 1410 King St., Alexandria, VA 22314. Telephone: (703) 683-3111; 1 (800) 826-9972. The following organizations are associated with the AVA:

- National Association of Vocational Assessment in Education (NAVAE)
- National Association of Special Needs State Administrators (NASNSA)
- National Association of Vocational Education Special Needs Personnel(NAVESNP)
- Special Needs Division (SND)

Beach Center on Families and Disability, Bureau of Child Research, University of Kansas, 4138 Haworth Hall, Lawrence, KS 66045. Telephone: (913) 864-7600.

Commission on Certification of Work Adjustment and Vocational Evaluation Specialists (CCWAVES) -CCWAVES, 1835 Rohlwing Rd., Rolling Meadows, IL 60008.

Division of Career Development (DCD) - Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589. Telephone: (703) 620-3660.

Dole Foundation for the Employment of Persons with Disabilities - 1819 H Street N.W., Suite 850, Washington, DC 20006. Contact person: Randy Davis, Program Associate, Telephone: (202) 457-0311.

Helen Keller National Center - Technical Assistance Center (TAC), 111 Middle Neck Road, Sands Point, NY 11050-1299. Telephone: (516) 944-8900.

National Industries for the Blind - 524 Hamburg Turnpike, CN969, Wayne, NJ 07474-0969. Telephone: (201) 595-9200.

National Industries for the Severely Handicapped - 2235 Cedar Lane, Vienna, VA 22180. Telephone: (703) 560-6800 or (703) 560-6512.

National Restaurant Association - A. Philip Nolan, Director of Employment of Handicapped, National Restaurant Association, 1200 17th Street NW, Washington, DC 20036. Telephone: (202) 331-5968.

Parents Advocating Vocational Education (PAVE) - PAVE, 6316 S. 12th Street, Tacoma, WA 98465. Telephone: (206)565-2266; 1 (800) 572-7368 (in WA).

Parents Education Advocacy Training Center (PEATC), PEATC, 228 S. Pitt Street, Room 300, Alexandria, VA 22314. Telephone: (703) 836-2953.

People First International - P.O. Box 12642, Salem, OR 97309. Telephone: (503) 362-8336 or (503) 588-5288.

President's Committee on Employment of Persons with Disabilities (PCEPD) - PCEPD, 1111 20th Street NW, Washington, DC 20036-3470. Telephone: (202) 653-5044.

Secondary Transition Intervention Institute (Transition Institute at Illinois) - Transition Institute at Illinois, College of Education, University of Illinois at Urbana-Champaign, 110 Education Building, 1310 S. 6th Street, Champaign,IL 61820. Telephone: (217) 333-2325.

Technical Assistance for Parent Programs (TAPP) - TAPP, Federation of Children with Special Needs, 95 Berkeley Street, Boston, MA 02116. Telephone: (617) 482-2915 (Voice/TDD); 1 (800) 331-0688 (in MA).

Technical Assistance for Special Populations Programs (TASPP) - TASPP, University of Illinois at Urbana-Champaign, 345 Education Bldg., 1310 S. 6th Street, Champaign, IL 61820. Telephone: (217) 333-0807.

Virginia Commonwealth University Rehabilitation Research and Training Center on Supported Employment (RRTC) - RRTC, Virginia Commonwealth University, 1314 W. Main Street, Richmond, VA 23284-2011.

* Information from NICHCY Transition Summary, September, 1991, No. 7

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Chairman OWENS. Thank you.
Mr. Normal L. Taylor.

STATEMENT OF NORMAL L. TAYLOR, JR.

Mr. TAYLOR. I am Norm Taylor, 4229 North 19th Drive, Phoenix, 85015. I am a vocational rehabilitation services specialist with GES. My thoughts and statements here are my own, not the agency's.

I take great offense in the notion that vocational rehabilitation does not address the needs of minorities. In my particular office we have an 88 to 92 percent minority caseload at all times. We have seven counselors. Three of those are Hispanic, one is black, that being myself. We have two females in the office, including our office manager. We have paraplegic and quadriplegic counselors in our office. We have a Native American specialist in our office.

I currently have 52 active clients. I have 12 more who are scheduled to be interviewed and brought on board within the next 2½ weeks.

I was listening to Mr. Gutierrez and the problem he expressed. What I heard was someone who either did not assert himself or someone who had a lack of self-esteem. In my office, we address those, so that that individual does not encounter that further down the line.

The CAP brochure, the plan assistance program, is given to each individual who comes into our office at the end of the initial interview. There is a document that is signed at that time so that there is a record that they're fully aware of CAP in case they have to use that organization.

Basically, we have a blue collar office. We're in South Phoenix, the most economically deprived area in Phoenix. We like to think we do a very good job.

The question came out about outreach. I personally make home visits. I personally make outreach trips to the schools, to various agencies within the neighborhood, and other counselors in my office do the same. At-risk clients have 24-hour access to me. It isn't something that's usually done, but I'm not going to lose any of my clients, and my fellow counselors feel the same.

I may not look as though I have anything going on with me as far as disabilities. I suffer from the residuals of a left leg injury I sustained in the Marine Corps in 1968. I'm diabetic. I suffer from hypertension. I have pulmonary illness. I suffer from deep venus thrombosis. I have a total right hip replacement.

What do we do for our clients in this heavily minority area? Emergency services, food services, emergency funds, if necessary, crisis intervention, financial planning, how to obtain benefits. I have even intervened with families with title companies to make sure that those families do not have homes which they have sweated for yanked out from under them. Medical services, audiology, cardiology, dentistry, dermatology, ear, nose and throat specialist, endocrinology, gynecology, hand specialists, neurology, optometry, ophthalmology, orthopaedics, thoracic specialists, pediatrics, nephrology, prosthetics, psychology, psychotherapy, psychiatry, rheumatology, learning disabilities, vascular and pulmonary services—we provide all these to our clients, and we do so gladly.

There are also discount programs to help poverty-stricken families: electricity, gas services, phone services, free home repair, home counseling, home weatherizing, day care; again, these are things that we attend to on behalf of our clients.

I can't even go into the number of agencies which we work with, some of whom are represented here. I would just like to say that what really disturbs me is that every year there's an attempt that the private sector will be able to privatize and take over what vocational rehabilitation specialists do. That will only serve to ensure that those individuals who most desperately need the services will not be provided those services, as opposed to the individuals who do want to do that.

The individual counselors in my office are in South Phoenix because they want to be. I live 8 minutes from this location. I wanted to be in South Phoenix, as does every counselor in my office. We're dedicated and no one can say we are not. We back up everything we say. You do a poll of our clients and you will find out that we are doing a good job. We are underfunded—and that is not a reflection on our leadership because they are hamstrung. So let the legislature give us more money to do our job. We want to do our job. We appreciate everyone who appreciates us, and we want to continue to do as great a job as we possibly can.

Thank you.

Chairman OWENS. Thank you, Mr. Taylor. That's a good, upbeat note to end on.

I want to thank you and all of the persons who were not scheduled to testify. Your testimony will be quite useful as we go forward to reauthorize the Act, which will be accomplished in time for funding October 1st. We hope that we'll have a much improved Act and that we'll get those additional resources that we need to make some of these new innovations.

The subcommittee hearing is now adjourned.

[Whereupon, at 12:40 p.m., the subcommittee adjourned.]

[A tape containing statements from the following members and former members of the Tucson Chapter for the Blind is available at the subcommittee office:]

Lee Kerr, Tucson, Arizona
Cindy Hughen, Tucson, Arizona
John W. Piet, Tucson, Arizona
Geraldine Piet, Tucson, Arizona
Kenneth Hughen, Tucson, Arizona
Dennis Sheppard, Tucson, Arizona
Jean Chancellor, Tucson, Arizona
Jennifer Feingold, Englewood, Colorado
Darryl Sandrow, Sun City, Arizona
Karen Ortego, President, Tucson, Arizona

[Additional material submitted for the record follows:]

STATEMENT OF ELAINE REILLY, TUCSON, AZ

Due to the opportunities that have been opened to the blind and visually impaired, I feel that the individual's ambitions, goals, and long-range anticipations deserve to be exercised through the Freedom of Choice Act now being discussed by Congress. This ability to choose what skills would best benefit them in their endeavors would not only be psychological, but also sociological in the active participation with their counselors, enabling better understanding of their condition as they handle their role in society,

Not only have the blind and visually impaired advanced from manual labor, such as brooms, mats, et cetera, but to all positions and confidence in making decisions, which such a transaction will benefit the many handicapped people in living a fuller and richer life.

This will also let many of the people come off the welfare rolls and give more meaning to their lives by feeling like a productive and responsible taxpayer.

Thank you.

STATEMENT OF DOUGLAS M. REILLY, TUCSON, AZ

To whom it may concern:

I feel that the freedom of choice now before Congress will be a great help for a number of reasons:

1. It will let the counselors in the various States do a better job of training the people by letting the person get what they feel is the best training.

2. It will enable more of the handicapped people to come off the social welfare rolls by providing better training.

3. It will make it so a handicapped person no longer needs to take up residency in another State just to get the training needed.

4. It will improve the quality of training for the disabled by having national competition between the various training centers and not just local and State competition.

5. It should give national standards to the training of the handicapped person.

6. It will let the individual improve the training centers by the inflow of money from the training and shut down the bad training centers by not having the enrollment money.

Now all the money goes into the general funds of this State and gets dished out according to the political influence of a few. With this bill that kind of spending waste will be stopped and the money will be better used, and the handicapped individuals can have a better chance of success in their lives.

Don't get me wrong, I am sure that there will be some places open up just to get the money, but word of mouth will close these places down in a short time.

Thank you for your support of this bill.

STATEMENT OF JAMES H. OMVIG, TUCSON, AZ

I am writing you this letter for the record, since I did not have the opportunity to attend your May 11 hearing on the Reauthorization of the Vocational Rehabilitation Act. I very much appreciate the fact that those of us who had not been notified of the hearing may still present comments which will be considered as a part of the official record.

I am blind and have been for more than 40 years. I have been involved in rehabilitation of persons who are blind for 30 years. Although I have worked professionally in several States and have visited programs in most of the others, I have recently retired to Arizona because of ill health.

Based upon my 30 years of experience, I submit that there is a fundamental flaw in the Rehabilitation Act as it is presently written; namely, that the client is restricted to service in the State where he or she happens to reside at the time of onset of blindness or other disability. Since most rehabilitation money is Federal, it should make no difference to the "system" where the client gets his or her help. The sole consideration should be, "What is best for the client?"

The problem is this: The quality and usefulness of programs varies greatly from State to State. This necessarily means that it is pure luck as to whether the disabled person will or will not have a meaningful chance for a decent life after the onset of disability.

If a person is lucky, he or she will live in a State with a good program. If not (and this is more often the case), then life will be bleak and barren indeed upon becoming disabled.

The Congress can do much to fix this tragic situation with a single stroke. You can enact the amendment submitted by the National Federation of the Blind which would permit the potential client to pick the agency from which he or she would like to receive service. This would potentially do two things; it would enable the person with the disability to go to a State program which could truly benefit him or her, and it would force the States with the bad programs to improve them so that they could get a piece of the rehabilitation action. This would result in a great benefit to everyone involved.

Blind people in this State need your help, Congressman Pastor, and need it badly. While it is truly unfortunate, you should know that Arizona's Services for the Blind and Visually Impaired is one of the worst State rehabilitation agencies in this country. The best thing that a newly blinded person can do here is to pack up and move to some other State where help is of much better quality. This is tragic, but it is a fact.

Congressman, you can help blind people not only here in Arizona, but those from all across the country. Please do everything within your power to enact the client's "right of choice" proposal.

Remember, the fundamental question must be, "What is best for the client?" Please help!

MAY 20 1992

May 16, 1992

P. O. Box 36032
Tucson, Arizona 85740

Honorable Ed Pastore
Member of Congress
2675 East Broadway
Suite 105
Tucson, Arizona 85716
Attention: Linda Lethermen

Dear Congressman Pastore:

I am a 62-year-old blind resident of Tucson. I am writing this letter to you to give you my ideas about the Rehabilitation Act, since I was not able to attend and participate in your recent hearing in Phoenix.

With one exception, I support the Rehabilitation Act just as it is. The good rehabilitation agency can do exactly what is needed under the current law.

However, one very important change "must" be made. The rehabilitation client should be able to CHOOSE where he or she would like to receive service. Right now, this is not possible.

My case is the perfect example of why this change in the federal law is needed. When I first went blind, I sought out Arizona's Services for the Blind and Visually Impaired (SBVI) for help. Although I did not know it then, SBVI is one of the worst agencies for the blind in this Country. I should have had the opportunity to get help from someplace else where the service would have been of a higher quality.

Rather than repeat my long and sad story here, I am going to provide you with a copy of a letter which I wrote to Nell Carney, the federal Commissioner of the Rehabilitation Services Administration about my situation. I request that you make this letter a part of your official record. This letter shows vividly why a client "must" have the right to choose the agency which can best serve him or her.

Please do all that you can to pass this critical piece of legislation.

Respectfully,

Jim M. Matise

James M. Matise

James M. Matise
P.O. Box 36032
Tucson, Arizona 85740
Telephone: 602/742-0772

August 7, 1991

Mrs. Nell Carney, Commissioner
Rehabilitation Services Administration
U.S. Department of Education
Room 3028 Mary E. Switzer Building
330 C Street, SW
Washington D.C. 20207

Dear Commissioner Carney:

I am writing to you to let you know of very serious problems which blind people are experiencing here in Arizona and to ask for help in finding some solutions. Our state agency for the blind, Services for the Blind and Visually Impaired (SBVI), is totally ineffective, and services for most who need them don't exist at all. Also, we have a Governor's Council on Blindness and Visual Impairment which should be working to help blind people get better services but which, in fact, only works to cover up the problems and to try to protect SBVI and other poor service providers from justifiable criticism by the blind.

A series of events this summer have led to my writing directly to you for help. First, my wife and I had the good fortune of attending the National Federation of the Blind (NFB) convention in New Orleans in July. We were present when President Maurer gave his banquet address, and we heard, with great sorrow, about the terrible things which the New Jersey agency for the blind did to "Bill"--with only a few changes, this could have been my story. And finally, I heard you address the convention. I was struck by your knowledge and your experience but, most of all, by your obvious interest in making certain that rehabilitation agencies really help those for whom their services are intended.

I believe that a detailed accounting of what has happened to me the past 19 months is the best way to make you aware of conditions for the blind here. I realize that this will be somewhat lengthy, but I want to give you a true and complete picture of our problems. Please bear with me.

I am 61 years old. For more than 40 years I have worked in property management of one kind or another. The last job which I held before becoming blind was that of general manager for a major hotel chain.

The week of January 15, 1990 was a traumatic one for me. I became 60 years of age; I was declared legally blind due to macular degeneration; and I was fired from my position as general manager. Needless to say, I was devastated. My wife and I simply didn't know what we would or could do.

We knew, of course, that we needed money, and I had paid taxes into the system for more than 40 years. So, on January 23, 1990, I went to the Department of Economic Security's Job Service program to apply for unemployment cash benefits. We began the application process on that date.

On January 26, I returned to Job Services to complete the application process. At that time the interviewer realized that I am blind, so he sent me to Services for the Blind and Visually Impaired (SBVI) for help in finding employment. SBVI is also part of the Department of Economic Security.

I went immediately to the Tucson SBVI office and spoke with the office supervisor, George Mayo, because I wanted to get right back to work and wanted to take advantage of any help which might be available to me. Instead, I got the shock of my life. Mayo told me that I should just forget work and consider myself retired. In essence, he said that I am too old and too blind to make any help worthwhile. He said, "We can't even get jobs for people who are ***21*** years old. We ***certainly*** can't help someone like ***you***."

My wife and I were dumfounded at this attitude. We thought that this agency was supposed to ***help*** blind people. In spite of the supervisor's attitude, I told him I wanted to apply for help anyway since I needed to get back to work. He said that he didn't have time to take the application that day, but if I would come back on January 31, he would help me.

On January 30, I went back to Job Services to complete my application there. I also signed a release of information form so that Job Services could find out about my eye condition from my eye doctor.

I did return to SBVI on January 31 to complete my application for help. Again, Mayo was not encouraging at all, but I told him I needed to work and wanted his help.

Then, since I had completed both applications, I began looking for employment on my own. I was quite certain that it was the knowledge about property management that I had as a commodity to offer to prospective employers. I could handle my visual loss by having some secretarial and reader help. And, of course, I also began to wait for help from SBVI. I really believed that they ***would*** help me since I had insisted on

applying for their service and since Job Services had sent me there.

My next contact from Arizona state government was another shocking one. Under date of February 8, 1990, I received a Determination of Deputy from Job Services informing me that I was NOT eligible for unemployment cash benefits. Under Arizona law an applicant must be ***available*** for and ***able*** to work to receive unemployment cash benefits. My eye doctor had informed Job Services that I was not ***able*** to work because of my blindness, and the Job Services Deputy simply accepted this erroneous statement and declared me ineligible.

(Just as an aside, in early February I filed a discrimination complaint against my former employer with the Civil Rights Division of the Office of the Arizona Attorney General. I am confident that I had been discriminated against both because of blindness and age.)

Then began what was for both my wife and me a long and depressing wait. I assumed that since Job Services and SBVI are in the same department of state government, that SBVI would take care of the ridiculous ruling that I am unable to work because of my blindness. I was wrong. I heard nothing from anyone! I still just can't believe that SBVI would want to let a ruling stand that a blind person is ***not able*** to work.

Also, when I had first gone to Job Services and SBVI for help, my spirits were high and I was eager, ready, willing, able to work and available for work. But, after being told both by SBVI and Job Services that I couldn't work at all, I must confess that I began to have doubts myself.

Even so, I waited, and waited, and waited, and waited! Through it all, I kept a glimmer of hope alive. I guess that down deep I really knew I could still work if I could just get the chance. Finally, on April 24, almost three months after I had asked for SBVI help, I received a letter from George Mayo, the office supervisor, who had interviewed me and taken my application (this was his first contact with me since the day I applied). When the letter arrived, I was ecstatic because I thought that help had come at last. Instead, I was bewildered to read that my case was being closed because I am too blind and too old to be given any help. I simply couldn't believe it, and I didn't know what to do. So that you can see it for your self I am attaching a copy of the letter. Even though this was the same man who had first said that he couldn't even get jobs for 21 year-olds so he sure couldn't help someone as old as me, I had still thought when I insisted on completing the application that he would at least ***try*** to help me.

For the next several months I looked for jobs on my own, talked to other blind people and discussed my SBVI problems with several attorneys. Finally, in the late summer, I

spoke with an attorney who told me that I should write a letter directly to Mr. Ed House, the Director of SBVI in Phoenix. It was assumed that Mr. House would ***want*** to help me when he learned what happened at the Tucson office. Therefore, some time in September I wrote Mr. House. A week later he called me and I explained the entire story to him. He said that he would check it out and get back to me.

When he called back, instead of offering to help me, House told me that I should go down to the Tucson SBVI office and apologize to George Mayo for spreading lies about him. (Apparently Mayo had denied telling me that I should just consider myself retired and that, since he couldn't even get jobs for 21-year-old kids, he sure couldn't help someone like me.) I told House that "it would be a cold day in hell" when I would apologize since Mayo had said exactly what I had repeated. I also pointed out to House that I had the statement in writing that Mayo wouldn't help me because of the combination of my blindness and age. However, this didn't do any good, and House did nothing to help me and never responded in writing to my letter.

Again months passed. In early December of 1990, I was introduced to a blind man in Tucson who is a member of the National Federation of the Blind. He told me that he is a member of the Arizona Governor's Council on Blindness and Visual Impairment. I told him my whole story, and he said that he would help me.

He asked whether I had appealed the adverse decision of SBVI when it closed my case. I told him that I had not, that I didn't know I had any appeal rights. He asked if SBVI had not informed me of such rights, and I told him that they had not. He looked at the April 24 letter from Mayo closing my case and was astonished to see that my appeal rights had not been spelled out in detail.

This gentleman, Mr. James Omvig, told me that there was a regular meeting of the Governor's Council coming up on December 14, and that he would present my case to that body for action if I wanted him to do so. I did ask him to take that action, so he prepared a resolution to present to the Council setting forth the facts in my case and requesting that SBVI take immediate action to give me meaningful services.

The National Federation of the Blind (NFB) had publicly criticized SBVI at it's October 1990 convention and there had been a newspaper article and radio talk show about the poor SBVI services. The Governor's Council Chairman, Dr. David Wayne Smith, had written to the NFB and directed that if there were complaints about SBVI, they should be brought to the Governor's Council rather than taken to the media or the public.

When Mr. Omvig tried to discuss my case and to present his resolution at the

December 14 council meeting, he was abruptly cut off by the Council Chairman Dr. Smith. He was told that this issue was out of order since it had not been placed on the agenda when he (Smith) had prepared it a few weeks earlier. A lengthy discussion followed but, ultimately, Mr. Omvig was ***not permitted to present his resolution.***

It was finally decided that the Council would hold a "special meeting" on January 25, 1991, to hear my case. Everyone present agreed to this date. You can imagine my surprise, therefore, as well as that of Mr. Omvig when, a few days later, the Chairman of the Council sent out a letter stating that the press of ***Christmas*** would make it impossible for the Council to meet on ***January 25***. Without consulting with Council members, the Chairman arbitrarily rescheduled the special meeting for February 28.

The day after the Council meeting, Dr. Smith called and asked to meet with me. He said that he would help to try to get my unemployment insurance benefits and to move the Attorney General's office along with my discrimination complaint, but nothing ever came of it.

The SBVI Director, Ed House, was present at the December 14 meeting where my case had been discussed and, therefore, had been made public. A few days later I received a call from Ed House asking me to reapply for services. I agreed to do so, and a meeting was set for late December with a new rehabilitation counselor, Frank Johnson. However, before the late December meeting could take place, Johnson called to cancel the meeting. He rescheduled it for January 8, 1991.

My wife and I did attend the January 8 meeting, and Mr. Omvig went with us. This time I assumed that SBVI would really want to do something positive to help. Again, however, I was wrong. The very first thing that the counselor wanted to do was to conduct a vocational evaluation so that we could learn "where my interests are" and "what I am able to do." I wanted to hit the roof, but I kept my cool. I reminded the counselor (he already knew it) that I had been a property manager for more than 40 years and that that was what I wanted to continue to do. After a lengthy discussion, he agreed to skip the testing and try to help me find a job.

Nothing else happened until the special February 28 Council meeting. Mr. Omvig did discuss my case and present his resolution--he presented this as a member of the Council and I also told my story. In the discussion which followed, I was attacked, called "bitter" and told I should have appealed through the regular appeals process. It didn't seem to make any difference when Council members learned that SBVI had not informed me of the existence of appeal rights.

The Council has 15 voting members, only three of whom are blind persons from the

National Federation of the Blind. When Mr. Omvig insisted that his resolution be voted upon, I received three votes. These were the three members of the National Federation of the Blind. All others present voted against me. The general consensus now was that individual complaints should ***not*** be brought to the Council.

Since February, I have had countless meetings with my rehabilitation counselor and a job placement specialist. I have received no training or equipment from SBVI. I have never been sent on a job interview and, as far as I know, the Counselor has never gone out looking for work for me. Because I am a veteran, I did have the good fortune of going to Palo Alto for some V.A. training for two months this spring. But, of course, the V.A. is not in the business of finding jobs. The V.A. expects the state agency to do that.

It is now more than 19 months since I first asked SBVI for help. While I remain hopeful, none of this hope can be attributed to SBVI or the Arizona Governor's Council. Both of these agencies have served only to destroy hope and to bring despair.

I am hopeful because of the blind persons I have met. They continually provide me with reassurance and real encouragement. They are also using all of their contacts to try to help me find a job.

I said when I began that SBVI and the Governor's Council are not of help to blind persons in this State. I believe that my story speaks for itself. I wish that I could tell you that my situation is an isolated instance and that what happened to me is just some kind of fluke. However, I assure you that what has happened to me is the norm, not the exception.

Commissioner Carney, all I have ever wanted from Services for the Blind or the Governor's Council in the past 19 months is some help so that I can go back to work and support my wife and me, and these people have denied me that right. The awful truth which I have come to realize is that the staff, from Ed House right on down, has no faith in blind people and has no knowledge as to what blind people can do or how to do it. If SBVI can't place you in a sheltered workshop or in the vendor's program, they don't have any idea as to how to help or what to do. And, one thing more: It is bad enough for these people not to know about blindness or about rehabilitation, but the fact that they ***don't*** care about what happens to blind people is even worse.

The time has come when there must be some kind of a big shakeup here in Arizona. Perhaps, after these 19 months of waiting there is really nothing which can be done to help me, but what about all those who will go blind in the future? Can't something be done to get a qualified staff to help them? Can't something be done to get SBVI out of

the giant Department of Economic Security into some kind of agency where final responsibility can be tracked down? Can't something be done here to get an agency which is ***responsive*** to the needs of blind people and which has faith in the blind? Can't something be done to get an agency in which the staff members truly ***care*** about what happens to blind people in this State? In other words, can't something be done to get a decent rehabilitation program for the blind in Arizona?

And then there is the Governor's Council. Can you imagine the outrage if we had a Governor's Council on Women's Issues and if it were chaired by a man and had a majority of men on its board who argued against what the women had to say? Can't something be done to establish a Governor's Council which has the interests of the blind at heart and which functions democratically and is interested in improving conditions for all of the blind people in Arizona?

I know that I am presenting you with a number of problems, Commissioner, but there must be someone or some place where we here in Arizona can get help. I hope that you are that someone. As I said, when I heard you speak in New Orleans, I was struck by your sincerity and your obvious interest in making certain that rehabilitation really works.

Thank you for your attention to this letter.

Sincerely,

James M. Matise

Enclosures

cc: The Honorable Fife Symington
Mr. Marc Maurer, President, National Federation of the Blind
Ms. Ruth Swenson, President, National Federation of the Blind of Arizona
The Honorable Dennis DeConcini
The Honorable John McCain
The Honorable Jim Kolbe
Mr. Jim Omvig

P.S. Since George Mayo is the key SBVI staff person who was unwilling to help me because of my blindness and age, I thought you might find the attached newspaper article interesting.

ARIZONA DEPARTMENT OF ECONOMIC SECURITY
Services for the Blind and Visually Impaired
10 East Broadway - Suite 400
Tucson, Arizona 85701
Telephone 629-0225

Rose Mofford
Governor

Linda Moore-Cannon
Director

April 24, 1990

Mr. James Matise
951 West Orange Grove Road - #89
Tucson, Arizona 85704

Dear Mr. Matise:

This is to notify you that I intend to close your case effective May 8, 1990, as I do not believe that I can assist you in securing meaningful employment due to the combination of loss of vision and age.

Ms. Trish McMillan of the Low Vision Clinic of St. Joseph's Hospital will continue to work with you in securing low vision aids under special funding from our agency.

If you do not agree with my decision to close your case you must notify me of such by May 8, 1990.

Hopefully your Social Security benefits will begin soon.

Sincerely,

George Mayo

George Mayo, Ph.D.
VR Supervisor

GM:lp

Aton

GOVERNOR'S COUNCIL ON BLINDNESS AND VISUAL IMPAIRMENT

Resolution 91-01

Re: SBVI Performance

WHEREAS, it is the responsibility of the Arizona Services for the Blind and Visually Impaired (SBVI) to provide meaningful, quality rehabilitation services to blind or visually impaired Arizonans who need and can benefit from them; and

WHEREAS, the purpose of the Arizona Governor's Council on Blindness and Visual Impairment is "to provide a mechanism to insure that the specialized needs of blind and visually impaired Arizonans are addressed effectively"; and

WHEREAS, the "specialized needs" of Mr. Jim Matise of Tucson, Arizona were not "addressed effectively" by SBVI when, on April 24, 1990, Mr. Matise was summarily refused SBVI services altogether "due to the combination of loss of vision and age"; and

WHEREAS, the "specialized needs" of Mr. Matise were further unmet by SBVI when Mr. Matise was denied Department of Economic Security (DES) unemployment insurance benefits and SBVI did nothing to bring about a reversal of this adverse DES decision; and

WHEREAS, while SBVI did, in fact, reopen Mr. Matise's rehabilitation case file in January of this year after its improper refusal of service had been brought to public attention by the National Federation of the Blind, the very first offered "service" was to administer psychological and vocational evaluations to Mr. Matise so that SBVI would "know what you can do"; and

WHEREAS, meaningful rehabilitation services have not yet been provided by SBVI to Mr. Matise even though it is now more than a year since he first needed and requested SBVI help; and

WHEREAS, Mr. Matise is eager to return to work and can do so if SBVI can provide him immediately with quality rehabilitation services;

NOW, THEREFORE, BE IT RESOLVED by the Governor's Council on Blindness and Visual Impairment in special meeting assembled this 28th day of February, 1991, that this Council do everything that it can "to insure that the specialized needs of blind and visually impaired Arizonans are addressed effectively" by directing that SBVI immediately take the following three actions:

1) That SBVI provide quality rehabilitation services to Mr. Jim Matise, including low vision aids if they are effective; orientation and adjustment services if low vision aids are not effective; training and/or occupational tools and equipment; and job placement services;

2) That SBVI develop and promulgate a written policy that blind or visually impaired Arizonans who are in need of "pre-vocational" training services will be sent out of state by SBVI to orientation and adjustment centers selected by the clients themselves; and

3) That SBVI take all possible steps to halt the practice of developing adversarial relationships with those blind individuals whom they have been hired to serve; and

BE IT FURTHER RESOLVED that copies of this resolution be sent officially by this Council to the DES Director and SBVI Program Manager for action.

AUGUST 5, 1991

Gay men allege police entrapment in park arrests

Angered by gays, man tries to bash undercover police

By M. Scot Skinner
The Arizona Daily Star

George Mayo says he had a legitimate complaint about Greasewood Park. There were too many "faggots" there.

In March the 50-year-old psychologist went to Mayor Tom Volgy's office and voiced his concern. When he saw more "faggots" at the park in May, he angrily complained to City Councilman Bruce Wheeler.

Wheeler forwarded the complaint to the Tucson Police Department. A few days later, Lt. Kermit Miller telephoned Mayo and assured him that they were doing everything they could.

Mayo says he went to the park often to meditate. He never witnessed any sexual activity at the park.

"The men would not make sexual propositions, but they would come toward me. None of those men ever said anything of a sexual nature, or showed a body part, but it was obvious that they had followed me and that they wanted to meet me. When challenged, they all turned and went away."

Mayo says he hoped that gay men would be arrested or otherwise discouraged from using Greasewood Park. He was in favor of setting traps for homosexuals.

Now, he's not so sure.

A month after complaining to Wheeler's office, Mayo himself was in handcuffs, charged with assault and intimidation of a police officer. The psychologist says he appreciates the exquisite irony.

The police and Mayo are largely in agreement about what happened at about 9:30 p.m. June 25 at Greasewood Park.

Mayo parked and walked into the desert park. He noticed Officer Dennis Kubik — who was in plain-

See MAYO, Page 2A

Arizona Department of Economic Security
Rehabilitation Services Administration
Services for the Blind and Visually Impaired

GEORGE MAYO, Ph.D.
Supervisor, Vocational Rehabilitation
10 E. Broadway, Ste. 400
Tucson, AZ 85701 (602) 629-0225

AZ DAILY STAR

Benjie Sanders, The Arizona Daily Star

Mayo was arrested after threatening an officer Mayo assumed was a cruising gay man

Mayo

Continued from Page One

clothes — and instantly assumed that he was a cruising gay man.

"He was just standing on the path in his tank top, flexing his muscles, as if to say, 'Here I am, come and get me.' I saw him and walked away from him, hoping he wouldn't bother me," Mayo recalls.

When Kubik followed him down a path, Mayo called him a "faggot" and told him to "get the hell away."

Kubik informed Mayo that he had a right to walk anywhere he wanted in a public park. He did not tell him that he was police officer.

When Kubik took a few more steps down the embankment, Mayo picked up a football-size rock.

Says Mayo, "I called him a faggot and warned him that if he came one step closer, I would bash his head in.

"I saw a shadow of a second person, who I later learned was also a police officer. I was frightened. I thought it was going to be a murder or a gang rape.

"My first thought was that these faggots knew that I had been raising hell about them, and that they wanted to shut me up.

"Then I remembered that the police had told me there were undercover cops in the parks. I said, 'Excuse me, but if you are a police officer, you need to identify yourself.' He kept on with his little spiel about how he could go anywhere he wanted to."

Just as Mayo was about to throw the rock, Kubik flashed his badge and arrested him.

"It's a nightmare," says Mayo, who treats people with anxiety disorders. "The trauma of me, a 50-year-old grandfather, being arrested for the first time in my life for something so ridiculous."

In his report, Kubik wrote:

"I handcuffed subject without incident and walked him to his car to obtain identification he had hid in his car, which is consistent with other person(s) arrested for sexual misconduct."

Says Mayo: "The police officer was there as a decoy. But he must have assumed that if I was in the park, alone at night, that I had to be gay.

"He approached me, thinking he had Number 128 or whatever, and maybe he can't admit to making that mistake. I was way off the beaten path, and I did everything not to give any signals that I was interested. Maybe they will claim that I was masturbating or soliciting.

"Kubik was so determined to make an arrest. . . . He could have identified himself immediately, and nothing would have happened."

Mayo says that's precisely what hundreds of arrested gay men must have thought.

"The sad thing is this: What if I had thrown the rock and got lucky and hurt the man, and ran for it, and the other officer had shot me. Then we'd have a dead man."

Mayo has not changed his opinion about homosexuals in the park.

"They have a right to congregate, but they should do it in designated places, like gay bars. If it's a public park, I don't think that can be allowed.

"But as much as I want gay people out of the parks, I think the police need some new guidelines so that they can make the parks safe, but not interfere with people's civil rights," Mayo says.

"If I had heard that gays were being arrested, my first thought would be a cheer. But now I think that if the police behave toward gay men the way they behaved toward me, there must be some entrapment going on."

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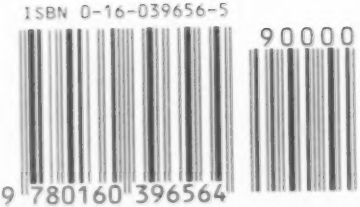
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